

# FE Week

## EXCLUSIVE: HAYES ON RADICALISATION

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## EXCLUSIVE: CABLE REFLECTING ON FIVE YEARS 'PROTECTING FE'

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## MAKING A RACKET ABOUT £11M HUB



**Learners are making a racket about Walsall College's new £11m business and sports hub. The facilities include a gym, dance and fitness studios, sports training injury clinic, and a start-up business centre.**

See page 12 for full story.

From left: Walsall College sport learners Catherine Walters, Bryony Cattell, Curtis Shipp, Kyrie Ball, Chloe Perkins, and Kelsey Falvey, all aged 17

# TRAINING CONCERNS AS FE PREPARES TO PREVENT TERRORISM

PAUL OFFORD AND REBECCA JONES  
NEWS@FEWEEK.CO.UK

Sector leaders have complained about "patchy" government support for providers joining the battle against the radicalisation of learners, after a survey indicated that 45 per cent of FE staff were not trained for the task.

From September 21, FE institutions will be subject to the prevent duty, which requires them to put policies in place to prevent potential radicalisation of learners and exposure to extremism.

But the results of a new survey of Association of Teachers and Lecturers (ATL) members working in English FE colleges, which was published on Friday (September 18), indicated that 45 per cent of those questioned had not had any training in how to spot students being drawn into terrorism.

The survey, carried out with 157 respondents at the end of last term, also indicated that 29 per cent of staff were not aware that FE colleges would be subject to the duty.

It comes after the head of MI5, Andrew Parker, warned on BBC Radio 4's Today programme on Thursday (September 17) that the terrorist threat to the UK was now rated as severe, meaning an attack is likely.

Chief executive of the Sixth Form Colleges Association (SFCA) David Igoe said: "We welcome this report from ATL, highlighting, as it does, the lack of preparation for staff who are at the front line in exercising these duties.

"Training is patchy and colleges report some excellent support from the prevent co-ordinators and also a significant lack of support and training in some regions."

He added that "SFCs have been kept

informed by the SFCA of the new prevent duties and the training available and most have undertaken staff training to support this.

"Our other concern is the role of Ofsted in monitoring colleges' preparedness and response to the new statutory duty.

"It would be a pity if the focus of attention for colleges is keeping the inspectors happy rather than addressing the real and challenging issue of how to recognise students in danger of radicalisation."

David Corke, director of education and skills policy at the Association of Colleges (AoC), said: "The AoC supports the extension of the 'prevent' duty to colleges. The safeguarding of students is of paramount importance."

But he added that there had been "a relatively short timeframe for colleges to prepare for the duty".

"This is no easy task but AoC has provided

training, conferences and webinars to help colleges," he said.

Stewart Segal, chief executive of the Association of Employment and Learning Providers said that his organisation had been working "to ensure that providers have the resources available to respond effectively to their prevent responsibilities.

"It's also important that providers follow the guidance in the Ofsted handbook, although we have pointed out that implementing the strategy in a work based learning environment where the employer is ultimately responsible for the safeguarding of employees poses special challenges."

Security Minister John Hayes, who visited Westminster Kingsway College (WKC) on Thursday (September 10) to discuss the prevent duty with a number of London college

Continued on page 2



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NEWS

FE can help prevent radicalisation by protecting learners

CONTINUED FROM FRONT

leaders including WKC principal Andy Wilson, told *FE Week* that good progress had been made with training.

He said: “We have worked closely with all of the sectors affected to ensure they are aware of their new responsibilities, are able to recognise the signs that someone may be being drawn into terrorism and know how to access help and support.”

Mr Wilson said: “We discussed [with Mr Hayes] how colleges engage and re-engage young people who might otherwise have limited contact with institutions which help them avoid radicalisation.

But he added: “We talked about how resource intensive the process of identifying those who might be vulnerable to radicalisation was because any changes in behaviour are often subtle.

“We made the point that resources for this sort of support are threatened if funding rates or financial support for disadvantaged and inner-city students is reduced.”

An Ofsted spokesperson said: “We will assess the extent to which FE and skills providers are protecting learners from the risks of radicalisation and extremism.

“They should make sure their staff know what to do when they have concerns.

“Our inspectors will look for evidence of actions taken in preparation for the new duty, rather than looking at the provider’s policies.”

See an expert piece by Mary Bousted on page 12 and the editor’s comment on page six.

THE PREVENT DUTY: IN BRIEF

The duty places a responsibility on providers to have “due regard to the need to prevent people from being drawn into terrorism”.

Meanwhile, government guidance on the issue states that ‘prevent’ is designed to deal with all forms extremism that can popularise views “which terrorists then exploit”.

A Home Office spokesperson told *FE Week* that a “significant” amount of staff training had already taken place in the FE sector, “predominantly through the network of regional prevent co-ordinators (RPCs)”.

“There are 10 RPCs for FE and higher education in place across England and Wales working with colleges and universities to help them identify the risk of radicalisation on campus by supporting institutions to put in place appropriate policies and practice,” she added.

Organisations offering guidance on the duty include the Association of Teachers and Lecturers, which has released a fact sheet outlining the duty and its implications for FE.

The 157 Group has also published an online tool kit which explains the different education and training organisations tackling extremism.

A 157 Group spokesperson said: “Preventing people from being drawn into terrorism has never been more important.

“In August 2014, the Joint Terrorism Analysis Centre raised the threat level to severe, in response to the heightened threat facing the country.”

The University and College Union has released a guide for all of its members about how the prevent duty applies in the FE sector and lists the

main points that institutions are expected to carry out.

The points include demonstrating that staff have undertaken appropriate prevent duty training and have procedures in place for sharing information about vulnerable students.

*FE Week* reported five months ago that the Education and Training Foundation (ETF) had unveiled a new website to help FE and skills providers stop learners falling prey to radical terror groups.

The website, officially unveiled on April 17, is called Prevent for Further Education and Training: Complying with the Prevent Duty.

The ETF is offering a number of free online training modules for the prevent duty, for example covering practitioners, support staff, leaders and managers, and board members.

A spokesperson said that “already 4,700 individuals from governors to support staff have used it [the module service].

“We’ve had good feedback from participants. In addition, the website has had over 16,000 sessions.”

To access the support visit:

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JOHN HAYES Security Minister

There is no place for hate preaching in FE

**Former Skills Minister and current holder of the security brief John Hayes reflects on why the sector needs to throw its support behind the prevent duty.**

Each of us, all of us, can and should play our part in the struggle against the radicalisation of vulnerable young people and its disastrous effects, with universities and colleges being at the heart of the fight.

Extremism of all kinds poses a threat to our communities and neighbourhoods — whether far right, neo-Nazi or Islamist.

But in particular, we often hear the dogma that Muslims cannot live happily in the United Kingdom because the West is waging a war against Islam; that they should abandon their homes and families to live under Isil and have a twisted obligation to participate in terrorist acts.

As communities in the UK and across the globe have made clear, these views do not represent the values and teachings of Islam.

Indeed, they contradict all that peaceful, decent, observant Islam stands for.

The sad truth is that radicalisation has taken place in our academic institutions.

That is why we introduced the new prevent duty which, building on a pastoral

tradition, will help protect people from the poisonous and pernicious influence of extremist ideas that are used to legitimise terrorism.

The safeguarding work of prevent has become more important because Isil and other terrorist and extremist groups seek to recruit and radicalise vulnerable young people here.

How universities and colleges balance the prevent duty with academic freedom is extremely important.

During the summer, we issued draft guidance following a full consultation with the higher and further education sector to ensure it is deliverable.

Listening to concerns raised on the issue, we amended the Counter-Terrorism & Security Bill during its parliamentary passage to make sure universities and colleges must, when carrying out the prevent duty, take steps to uphold freedom of speech.

The guidance makes clear that speakers with extremist views must not go unchallenged.

Universities and colleges represent one of the most crucial arenas for challenging extremist views and ideologies.

In my current role, and as a former

Skills Minister, I have seen first hand the excellent work that colleges do to protect students from ideas that are used to legitimise terrorism.

Yet there remain misconceptions about prevent. It is not about spying on anyone, or criminalising Muslim communities.

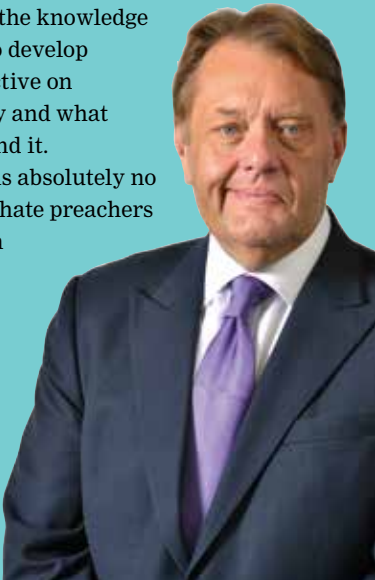
Prevent intervenes only when there are genuine concerns that a person may be susceptible to recruitment or the propaganda of extremist groups.

A person is not an extremist because of what they wear or where they worship.

We are not asking colleges to end the open exchange of ideas; for students to be policed; or for critical thinking or political dissent to be banned.

I know that FE gives students the knowledge needed to develop a perspective on humanity and what lies beyond it.

There is absolutely no place for hate preachers at British colleges.





# CBI’s ‘double whammy’ levies warning

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Employers must not be “hit by a double whammy” of charges after the government’s planned apprenticeship levy is introduced, the Confederation of British Industry (CBI) has warned.

The government launched a consultation on its plans for a new apprenticeship levy for larger employers on August 21, which the CBI criticised for failing to give any indication of the size of workforce this would entail.

Now Neil Carberry, CBI director for employment and skills, has spoken out on the issue of how it would work alongside existing levies.

The Construction Industry Training Board (CITB) is part-funded by a levy on employers in that sector.

It allows the CITB to develop qualifications and standards and give out £150m a year in grants, paid for through the levy, to employers to help pay for training — which could, for example, be spent on apprentices’ wages or to pay for a mentor.

The separate Engineering Construction Industry Training Board (ECITB) also charges a levy, which supports a wide variety of training for employees involved with the engineering side of the building trade.

Mr Carberry said: “The CBI is currently looking at how the new [apprenticeship] levy system should operate to be most effective,

including in construction where the industry recognises the value of investing in the CITB, but it’s important that employers are not hit by a double-whammy [with the other levies].”

Stephen Radley director of policy and strategic planning at CITB, said that decision over whether the existing CITB levy should continue, and in what form, “really depends on whether the industry wants to continue paying it”.

“We are working with the government and employers to look at different options — which could include a lower existing levy to run alongside the apprenticeship levy.”

He conceded that there is “a concern” that some employers would “consider it unreasonable to have to pay both [levies].”

Mr Radley also said that though the new apprenticeship levy could cover the costs of investing in apprenticeships for larger firms, CITB would still need to support smaller employers who deliver the majority of apprenticeships in construction but would apparently not pay the new charge.

“If the government sticks with the usual definition for large businesses for the new levy, which is typically 250 in government legislation, it would draw in 220 construction industry employers in contrast to 25,000 levy payers across the industry,” he said.

“It’s because, in our industry 96 per cent of companies have nine employees or less and the vast majority are small or medium-sized. And unlike other industries they deliver most

of the apprenticeships.”

Chris Claydon chief executive of the ECITB, welcomed “steps to increase the skills and productivity in the workforce and meet the challenging government target of 3m new apprenticeships over the next five years”.

But he said: “Without more detail on the [apprenticeship levy] proposal, it is difficult to see how it could be implemented.

The ECITB is, however, still “keen to work closely with the government on the apprenticeship levy and will consider how it could interact with existing sector levy boards,” Mr Claydon said.

He added that over the 25 years that ECITB has been in operation, it has an “enviable record in successful delivery of apprenticeships. As an industry we deliver 36 apprenticeships per 1,000 workers against a national average of 12 per 1,000 in engineering”.

Mr Claydon said that it was also important to note that the two levies “are raised differently and for different purposes”.

“The apprenticeship levy will pay for training and assessment of apprentices for large employers,” he added.

“The industrial training levy in contrast raises a skills investment fund which supports all types of training across the whole industry.”

## MERGER CONSULTATION

A consultation has been launched on plans to merge two sixth form colleges (SFCs) in the North East of England.

A message on the website of Prior Pursglove College stated that the consultation had been launched on Thursday (September 17) on proposals for a “future partnership” with nearby Stockton SFC.

It added that both SFCs, which are situated around 12 miles apart, “have been working closely for some time, sharing staff and support services and enabling both colleges to become stronger”.

“Consideration has been given at a strategic level to further innovative solutions to enable both colleges to reach the highest possible standards whilst continuing to make cost savings,” it added.

Prior Pursglove was rated ‘good’ across-the-board by Ofsted in March.

But SFC Commissioner Peter Mucklow’s 2013/14 inspection of the SFC, in Guisborough, in February was triggered by a previous inadequate-overall Ofsted report published the same month.

A letter on the merger proposal sent to parents of Stockton SFC learners said it would “secure both colleges’ future prosperity against a backdrop of funding cuts”.

A statement on the website of the Stockton SFC, which was rated ‘good’ across-the-board by Ofsted in April last year, said that more could be found out about the proposals by visiting a public meeting there on Tuesday (September 22).

There will be another meeting at Prior Pursglove College on Wednesday (September 23), it added.

# Apprentice numbers ‘disaster’

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The number of young people employed as apprentices in England is “a disaster” and Ofsted inspectors will be ensuring schools are promoting “all the options” to learners, chief inspector Sir Michael Wilshaw has told MPs.

Sir Michael appeared in front of the new education select committee on Wednesday (September 16), where he faced questions about the role of Ofsted.

Quizzed by MPs about the importance of destination data for both schools and colleges, Sir Michael said an “important” line of questioning for school head teachers would be about post-16 options and careers advice.

He said: “What’s really important for inspections of secondary schools is that HMI ask questions about post-16 provision, whether schools and head teachers of secondary schools are providing youngsters with all the information that they need to make good choices and not restricting that information to get youngsters into their own sixth form.”

“That’s really important and that’s going to be a big emphasis this year. We are going to be asking a lot more about careers guidance than ever before,” he added.

Sir Michael said: “The fact we’ve only got six per cent of youngsters going into apprenticeships is a disaster, and it’s really important that schools are fair on their youngsters and make sure that all the options



are put to them.

“It’s a disaster area in schools. It hasn’t been focused-on in the way that it should. It should never be seen as a bolt-on or an add-on.”

Sir Michael was joined by Ofsted’s chief operating officer Matthew Coffey, who said that Ofsted had been pushing for better use of destination data.

He said: “We’ve said for a long time how important destination data is, particularly at the end of key stage four and key stage five, in FE colleges, for example. It’s really important that colleges understand the impact of what they’re doing on a young person’s later development.

“So we have maintained this call for several years and the government is absolutely responding, to be able to develop measures that are going to be publicly available to add to the public accountability framework.”

He added that many good providers track destinations themselves, adding that “in fact a lot of FE colleges spend a lot of their resources for very good reasons, to understand the impact of the different courses and how they can improve further”.

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# All-female Labour education team... so far

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Labour MPs Angela Eagle and Lucy Powell will be carrying the FE flag for their party after new leader Jeremy Corbyn appointed them to the business and education shadow cabinet posts.

Both Ms Eagle and Ms Powell were given the roles on Sunday in a reshuffle held following Mr Corbyn's victory the previous day.

Ms Eagle, who has been MP for Wallasey in Merseyside since 1992, served as Minister of State for Pensions and Ageing Society, in the Department for Work and Pensions, from June 2009 until May 2010, and previously served as a member of the Employment Select Committee from 1994 to 1996.

Following the announcement of her appointment, Ms Eagle tweeted that she was "very happy to have been appointed Shadow SoS for Business".

Her appointment comes after Chuka Umunna, who had served as Shadow Business Secretary since May 2011, announced on Sunday, 13 September, that he was leaving the shadow cabinet by "mutual agreement" with Mr Corbyn.

He said: "Jeremy should be free to appoint a Shadow Cabinet committed to implementing the policies on which he campaigned in the contest.

"I clearly had some differences in view on how we build a more equal, democratic, free and fair society."

Ms Powell, the MP for Manchester Central since 2012, was previously a shadow junior education minister between 2013 and 2014.

Speaking to *FE Week's* sister paper, *Schools Week*, she said that she was "delighted" to be Shadow Education Secretary as it's an area that she is passionate about.

Ms Powell's appointment came after her predecessor Tristram Hunt confirmed that he would not serve under Mr Corbyn.

At the time of publication, *FE Week* was still awaiting confirmation of who would be filling the role of Shadow Skills Minister, previously held by Liam Byrne, as well as clarification of the remit of this role and that of Shadow Minister for Young People.

Previously, these two roles acted as opposition counterparts to Skills



LUCY POWELL

- Lucy Powell, aged 40, was born in Manchester, like two education secretaries — Ellen Wilkinson, who served in the 1945 Labour cabinet, and Estelle Morris, who served under Tony Blair.
- She studied at Somerville College, Oxford University, as did two education secretaries, Margaret Thatcher and Shirley Williams.
- Powell has been an MP for less than three years. She won a by-election in November 2012 triggered by the previous office holder standing to be a police commissioner.



ANGELA EAGLE

- Angela Eagle, aged 54, was born in Bridlington and attended Formby Comprehensive School before gaining a BA in politics, philosophy and economics at St John's College, Oxford. Other alumni of St John's College include Tony Blair.
- One of Ms Eagle's first jobs after graduation was in the economic directorate of the Confederation of British Industry, where she worked in 1984.
- Ms Eagle used to play chess at county and international level, representing Lancashire and England, and was joint British Girls Under-18 chess champion in 1976.



Shadow Skills Ministers

VACANCY  
Post vacant  
since Sunday

Posts vacated by John Woodcock MP and Liam Byrne MP on Sunday, September 13. At the time of going to press on Friday, September 18, the Labour Party was unable to confirm whether an appointment had been made.

## COMMENTS

Parents "won't buy" college merger plans aimed at saving money, Lucy Powell has said.

The new Shadow Education Secretary told *FE Week* there could be an "outcry" from parents if smaller colleges had to close to merge with larger institutions.

Her comments come after the government announced a series of area-based reviews of post-16 education, which skills minister Nick Boles has said he hopes will lead to "fewer, often larger, more resilient and efficient providers".

Asked about proposed mergers, Ms Powell said parents of learners at the colleges in her constituency in Manchester would not be happy if provision was to change in that way.

She said: "I don't think parents will buy that, personally. In Manchester

we have a very large FE college already, Manchester College, but actually their offer is quite different from, say, Loreto and Xaverian sixth form colleges, which are both big sixth form colleges as well in their own right.

"I think if there was any suggestion that any of those sixth form colleges were going to have to close in Manchester there would be a major outcry from parents because I think the offer is different."

Ms Powell also said she was ready to lobby the government over FE funding.

She said: "I think this is an immediate issue in this current spending review that's underway at the moment, and I will be asking ministers whether they are doing what they should be doing, which is pushing for cash protection funding, ideally in real terms, for the budget, as we said we would do at the last election."

Minister Nick Boles.

However, a Labour party spokesperson said that Gloria De Piero, the new Shadow Minister for Young People, would not have

education within her remit.

Previous Shadow Minister for Young People John Woodcock also refused to serve in the party's new senior team.



## Sector leaders spell out key issues for Shadow Business Secretary

Apprenticeships and government cuts to FE were among the top issues on the agenda for sector leaders keen to meet new Shadow Business Secretary Angela Eagle.

Welcoming Ms Eagle to her new role, a number of FE and skills sector bodies have outlined the key areas they would like to see her address in shaping Labour policy.

Martin Doel, chief executive of the Association of Colleges, said he would be demonstrating to Ms Eagle and new Shadow Education Secretary Lucy Powell the significant contribution that colleges made towards education and training, during "a challenging time for the FE sector".

Stewart Segal, chief executive of the Association of

Employment and Learning Providers, said: "We look forward to working with the new opposition frontbench on how to maximise investment in education, skills and employment."

Brian Lightman, general secretary of the Association of School and College Leaders, said he would be talking to Ms Eagle about the challenges facing post-16 education providers as a result of funding cuts and teacher recruitment shortages.

David Hughes, chief executive of the National Institute of Adult Continuing Education, said: "I'm looking forward to working with Labour's new shadow cabinet on promoting policies that deliver a truly lifelong learning society where

high quality apprenticeships are as visible and attractive as going to university."

A spokesperson for the University and College Union, said: "Any new shadow minister has a pretty full in tray, but we hope they will recognise that FE needs adequate resources to fulfil its key role in developing the nation's skills while keeping adult education diverse and accessible."

Dr Mary Bousted, general secretary of the Association of Teachers and Lecturers, said she was looking forward to discussing with Ms Eagle how FE "is facing unrelenting reform and restructuring, and is treated with disdain by the current government."



# Colleges made to wait for tough strike law decision

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Further education colleges offering 14 to 16 provision may have to wait until the trade union bill passes to the House of Lords before learning if tough new strike laws would apply to them.

The bill passed its second reading in the House of Commons on Monday (September 14) evening, in the face of passionate opposition from Labour MPs including new Shadow Business Secretary Angela Eagle, who called it “draconian”.

It states that strikes in “important” areas such as education of school-age pupils, aged five to 16, would need the support of 40 per cent of those eligible to vote.

But *FE Week* reported in July that the FE sector had been left in limbo, after the Department for Business, Innovation and Skills (BIS) said that it was not yet known if up to 20 colleges which can currently recruit at 14 would be affected.



During Monday’s debate,

Business Secretary Sajid Javid said that the government had “consulted on which occupations within those sectors should be subject to the additional 40 per cent support threshold”.

But he did not specify when the government would respond to consultation responses, other than to say that “details of the scope of the 40 per cent threshold” would be published “by the time the bill is in committee in the other place [the House of Lords]”.

A BIS spokesperson subsequently declined again to confirm whether the 40 per cent threshold would apply to colleges offering 14 to 16 provision.

He said that this would be explained in the government’s response to its consultation on what the scope of the 40 per cent threshold should be, but could not give a firm date for when that will be published.

Ms Eagle said during Monday’s debate that “with the number of days lost to strike action down 90% in the past 20 years, there is no need whatsoever to employ the law in this draconian way”.

She also warned that “clause 3 [of the bill] ensures that the 40 per cent level of support restriction will apply to a much

bigger list of sectors than the internationally recognised definition of ‘essential services’ and, ominously, allows sectors to be added by secondary legislation that is as yet unpublished.



Business Secretary Sajid Javid

“From listening to the Secretary of State, it appears that the government does not intend to publish it until the bill is in the Lords [at a still to be confirmed date].”

Under rules set out in the bill, a 50 per cent turnout requirement will be set for all strike action, with a separate requirement that strikes in “important” areas such as education and health have the support of 40 per cent of those eligible to vote.

At the moment, strike action can be called if a simple majority is in favour. It means that no matter how many eligible voters cast ballots, any vote share over 50 per cent in favour will count as support.

Brian Lightman, general secretary of the Association of School and College Leaders said: “We are fearful that the introduction of this legislation will cause resentment when the sector needs support and encouragement.”

Peter Pendle, deputy general secretary of the Association of Teachers and Lecturers (ATL), told *FE Week* in July that the confusion over whether a number of colleges would be subject to the tougher strike rules was “another case of the government not fully thinking through legislation”.

“It would be plainly ridiculous if in FE colleges and secondary schools with students younger than 17 years old two different sets of rules applied,” he added.

It was reported in *FE Week* on September 2 that six more general FE colleges had been listed by the Education Funding Agency (EFA) as intending to take on learners from the age of 14.

It brought the total number of colleges “intending to deliver the programme” over the coming academic year to 20, the EFA confirmed.

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FE WEEK COMMENT

Safety is paramount

The widespread sector support that has been expressed for the prevent duty is to be welcomed.

However, the Association of Teachers and Lecturers survey suggests that there may be a problem with the preparations of colleges for this.

The complaint by the Sixth Form College Association that training has been “patchy” is also worrying and the Association of Colleges was right to say that the timeframe for complying has been somewhat truncated.

However, the government is right to get FE involved with the battle against extremism.

It is now our duty as a sector to pull together and move pillar and post to ensure that we are in the best possible position to root out trouble to the best of everyone’s abilities.

We owe it to all the talented staff and students who make our colleges and independent learning providers the diverse and welcoming places that they are.

Their safety must always be the number one priority and the warning from the head of MI5, Andrew Parker, that a terrorist attack is likely throws it all into sharp focus.

Chris Henwood

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Sector commissioners in recruitment drive

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Two new advisers have been appointed by the Education Funding Agency (EFA) to help Sixth Form Commissioner Peter Mucklow haul in under-achieving providers.

The first of them is chair of governors at Blackpool Sixth Form College (SFC) and national leader of governance advocate at the National College for Teaching and Leadership (NCTL), John Boyle.

The other is Mike Southworth, who retired as principal of Priestly College in December after serving in the post since 2002.

Mr Southworth and Mr Boyle started their new posts on August 11, and the Department for Education (DfE) told *FE Week* on Tuesday (September 15) that they are the only two SFC advisers that have been appointed.

It comes after *FE Week* reported online on Monday that FE Commissioner Dr David Collins would be appointing a new intake of FE deputy commissioners (FEDCs) and advisers.

A DfE spokesperson said that the roles of the advisers will, for example, involve “supporting the intervention process [led by Mr Mucklow] to tackle poor performance [in SFCs], either in terms of financial management or quality”.

They will also work alongside Mr Mucklow and FE Commissioner Dr David Collins on

upcoming area reviews, covering 16 SFCs and 22 general FE colleges in Birmingham and Solihull, Greater Manchester, and Sheffield city region, which were announced by the government on September 8.

The advisers will carry out “the institutional analysis which underpins the reviews and their recommendations”, the spokesperson added.

Mark Bramwell, associate director of SFCs at the Association of Colleges (AoC), said: “We congratulate John and Mike. We have worked with them both closely for a number of years as active members of AoC’s sixth form college portfolio group.”

James Kewin, deputy chief executive of the Sixth Form Colleges’ Association, said: “Both [Mr Southworth and Mr Boyle] are well known and respected in the sector, and it will be helpful to have advisers with SFC expertise assisting the SFC Commissioner.

“But our view remains that the area review policy and process is deeply flawed — we await the outcome of the Birmingham review with great interest, particularly the extent to which they include school and academy sixth forms.”

The area reviews for Birmingham and Solihull, Greater Manchester, and Sheffield city region will start on September 18, 21 and 28, respectively, but affected principals have told *FE Week* of concerns that the reviews do

not cover school sixth form provision.

Mr Boyle and Mr Southworth are on reactive contracts, meaning that they have no minimum or maximum number of hours to fulfil, so will work when they are called upon at a rate of up to £600 a-day.

A Department for Business, Innovation and Skills (BIS) spokesperson confirmed that it was looking to recruit three FEDCs, who will earn £700 a-day, and an unspecified number of advisers, who will earn £600 a-day.

The application window for the two-year positions closes on September 30.

Interviews are then pencilled in from October 26, with appointments expected from November 1.

The last round of appointments took place in November 2014 — raising the number of Dr Collins’.

*FE Week* reported in November that five former principals and one ex-vice principal made-up the new intake of advisers for Dr Collins.

They were Phil Frier, Dr Beri Hare, John Hogg, Steve Hutchinson, Chris Jones and Lynne Craig.

Their appointments took the total number to advisers to 11, with existing advisers David Williams, Joanna Gaukroger, Marilyn Hawkins, Malcolm Cooper and Lynn Forrester-Walker.

COMMENTS

Post-16 area review plans geared at FE and sixth form colleges dismissed as ‘fundamentally flawed’

For me the biggest issue with these reviews is they won’t address the fundamental structural problem, that is we have FE colleges operating in the same manner – ie open for 35 weeks per year as they were 40 years ago. Coupled with excessive pension costs and short lecturer contracts, the FE colleges are not competitive in a modern world.

I don’t see the Nottingham review concluding we need a new college operating 48 weeks a year to respond to employer and learner demands so we will have larger

institutions still operating under old working models.

Do we really think governors (guided by principals) will come up with something radical to address the structural issue of the sector.

And there have been enough studies that have shown mergers don’t work in the sector (and I advised on most of them from 1994-2002).

Peter marples

FE Choices website set to close after three-and-a-half years

By locating it in Gov.UK site it is also implied

that the “choices” on offer — and FE more generally — are provided and funded by the government. Surely not the right message to be giving out if we want to encourage greater financial contributions from individuals and employers in the shape of loans and fees??

Gillian Miller

Topslice offenders threatened with funding suspension

For too long, some lead providers have ignored the repeated requests from the SFA to publish their management fee details, and one can only assume that this is because there was no

consequence.

Those providers charging reasonable management fees and providing value for money to their supply chain have nothing to hide; the others need to be exposed.

Although it is extreme to threaten funding suspension, this is likely to be an effective way of ensuring compliance.

This is a positive step forward!

Noel Johnson



# New Ofqual framework to focus on outcomes

@CYCLINGHEELS  
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Ofqual’s replacement for the Qualifications Credit Framework (QCF) will give awarding organisations more freedom to review and develop their qualifications, the watchdog’s vocational qualifications boss has said.

The new Regulated Qualifications Framework (RQF), which comes into force on October 1, will take away the rules and structure of the QCF and instead focus on outcomes.

Speaking at the Skills and Employability Summit in London, on Thursday (September 17), executive director for vocational qualifications at Ofqual Jeremy Benson said: “A valid qualification must assess skills and knowledge sufficiently well.

“It enables assessment results to be interpreted and used appropriately, and allowing people to be confident that those results can be relied upon.

“Having a detailed set of rules specific to vocational qualifications is not the best way of securing validity,” he added.

Mr Benson said that the change is part of Ofqual’s aim to improve people’s confidence in vocational qualifications, and comes after a review and consultation over the QCF, carried out over the past year.

First introduced in 2008, the QCF was intended to take a “building block” approach to learning, he added.

Each student could put together their own learning pathway, made up of different building blocks, or units, each worth a certain number of credits.

However, Mr Benson said that this approach did not work as well as it could have done.

“To achieve the QCF’s ambition, the rules placed much focus on consistency of structure, but did not focus enough on validity — or put another way, it didn’t consider whether the qualifications might actually be any good.”

As part of the recent review, Ofqual looked at the impact of the rules and regulations of the QCF on those who work in the vocational sector, including colleges and training providers.

What they found was that “the rules too often get in the way of – rather than support



Jeremy Benson

and enable – good qualifications.”

“Even if these rules made life easier for awarding organisations, many of them told us that the rules were in fact stopping them from innovating, or even from taking the approaches to assessment that most suited the topic being taught,” Mr Benson said.

He also said that they would not be replacing one set of prescriptive rules with another.

The new RQF is intended to act as a tool to help people understand the different qualifications regulated by Ofqual, not to be a rule or process, he said.

He described the new RQF as a library and said: “There’s a range of books on offer, and as libraries do, we’re stacking the books in an order. Our shelves are arranged to fit books from entry level one up to level eight.”

Mr Benson said that these levels are generally well understood, both in terms of existing qualifications and how they relate to levels in other frameworks.

The books on the shelves would be arranged

in size order, he added, with the shorter reads on the left and the bigger books – “War and Peace, for example” – on the right.

The size of the books represents qualification sizes, he said, which will be described in terms of total qualification time (TQT).

This is defined as an estimate of the number of hours that would be required for a learner to reach, and demonstrate, the level of attainment needed for a particular qualification.

Part of the TQT will be made up of guided learning hours, Mr Benson said, as they are helpful to people planning curricula and timetables.

He added that the TQT will also recognise the amount of time a learner can expect to spend in any form of study or training — but not under the immediate supervision of a tutor or any other education or training provider.

Continuing the analogy, Mr Benson described Ofqual’s role within the RQF

as a librarian.

“Now, a librarian doesn’t decide what should be in a book, or the number of chapters it should have — though they may take a closer interest in some more than others, as we do,” he said.

“Rather, a librarian helps people to understand the different books available and to find what they’re looking for.”

As well as providing a catalogue of registered qualifications, Ofqual’s role will be to carry out a range of regulatory activities, he said.

These will include audits, to test how far awarding organisations can show they meet the new requirements, he added.

He said that it will also be encouraging and reporting on good practice, to ensure that awarding organisations do more than just meet the bare minimum requirements, and had written to all awarding organisations about the changes.

## Apprenticeship target is ‘once in a generation’ opportunity

Skills Funding Agency (SFA) and Education Funding Agency (EFA) boss Peter Lauener told delegates that the government’s 3m apprenticeship target amounted to a once-in-a-generation opportunity.

The SFA and EFA chief executive said at the Skills and Employability Summit that hitting the figure by 2020 would be difficult.

But he said that it was “not quite as big a challenge as it would have been had we not laid the foundations as a country in the last parliament”.

Mr Lauener added the special emphasis that will be placed on the vocational qualifications over the next five years

presented a “once in a generation opportunity to embed apprenticeships in a new way in the structure of society, as a high quality and structured route to jobs and careers”.

Apprenticeships make a strong contribution to the economy, Mr Lauener said, offering a return on investment per pound of between £18 and £28.

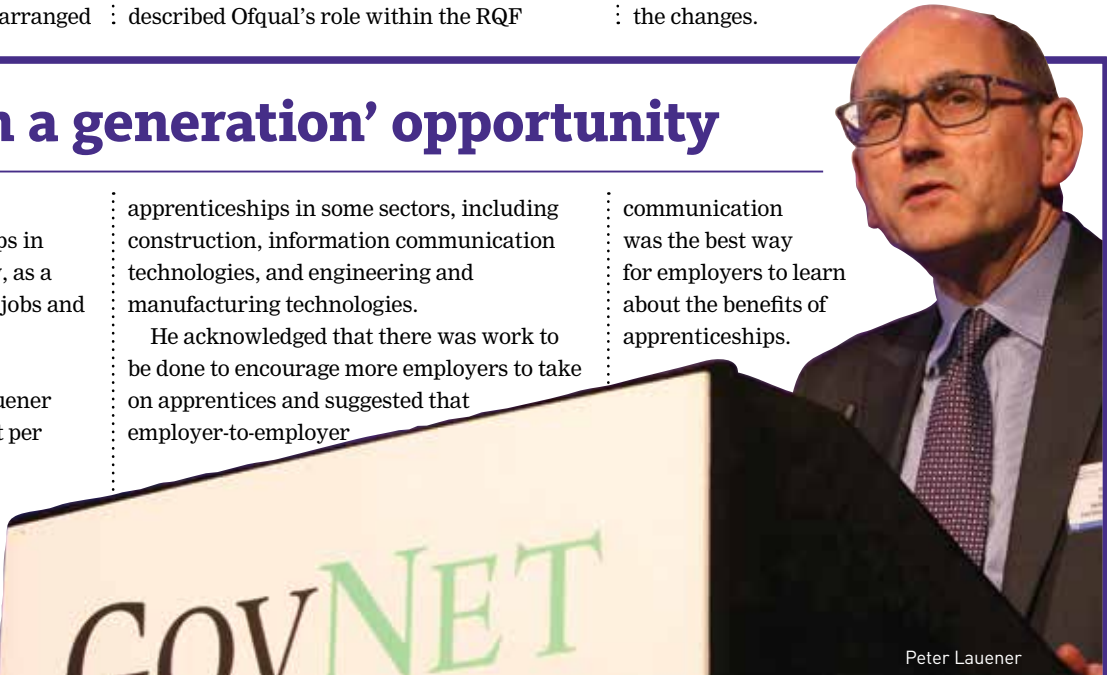
“That’s a return to employers, it’s a return to wages for young people. They are, in short, a good investment.”

Mr Lauener said there was significant scope for more

apprenticeships in some sectors, including construction, information communication technologies, and engineering and manufacturing technologies.

He acknowledged that there was work to be done to encourage more employers to take on apprentices and suggested that employer-to-employer

communication was the best way for employers to learn about the benefits of apprenticeships.



Peter Lauener

Email [DrSue@feweek.co.uk](mailto:DrSue@feweek.co.uk) with your questions. Dr Sue will hand out a £100 Amazon gift card for her favourite question



# Dear Dr Sue

How do you handle your new principal's demands? Is the managing director refusing to budge? Dr Sue Pember, the former head of FE and skills investment at the Department for Business, Innovation and Skills (BIS), who was awarded an OBE for services to the sector in 2000, puts her extensive sector knowledge to good use for *FE Week*.

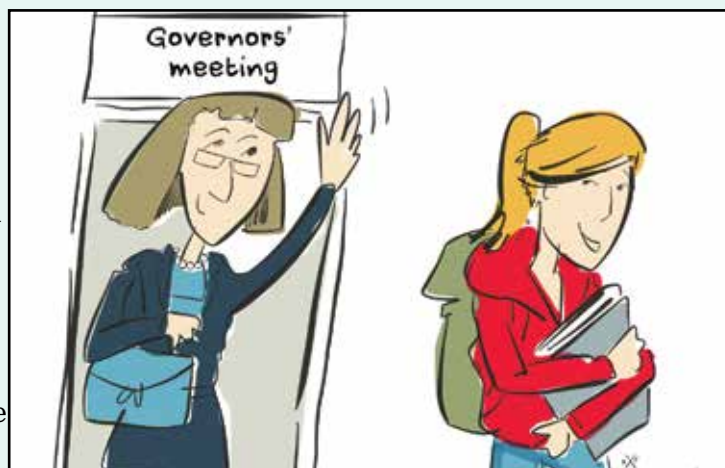
On the third Monday of every month Dr Sue, who is the Hoxex director of policy and external relations, answers your questions, backed by the experience of almost a decade as principal of Canterbury College, in addition to time served in further senior civil service posts at the Department for Education and Employment, Department for Education and Skills, and Department for Innovation, Universities and Skills.

Email [DrSue@feweek.co.uk](mailto:DrSue@feweek.co.uk) to ask her your question.

## GRAND-DAUGHTER STARTING AT THE COLLEGE WHERE I AM A GOVERNOR

**I have just heard my grand-daughter has been successful in getting a place at the college where I am a governor. I am concerned about a perceived conflict of interest. What should I do?**

It's fantastic that your grand-daughter will be attending the college and there should not be a conflict if handled properly. First, you need to alert the clerk, chair and principal (an email will suffice). Explain the position and give details of the course she will be on. Say that you will declare interest at meetings where that subject area is being discussed. The most important thing is for you to be seen to be fair and not prioritising that subject area for resources over any other. Remember you will have a new insight which could be valuable to your work at the college.



## A NEW STAFF GOVERNOR

**I am a new staff governor and my first meeting is next month. I have spoken to the previous staff governor and he said it was pointless going to meetings as no one listened to the staff. How do I find out what my role is and how do I ensure my opinions are listened to?**

Your first step is to discuss with the clerk your role and ask her/him if there is an induction programme for governors. If there are other new members then you should be able to join this programme. The induction should cover roles and responsibilities, the code of good governance and background to the college, including plans and the most recent self-assessment report. Often an induction will include a learning walk where you can meet students and have discussions with staff. Even though you may think you know all this, it is still worth doing. The

## NEW AREA REVIEWS AND COLLEGE AUTONOMY

**I have had many questions on this topic so I have tried to cover several of the points raised in this answer.**

The area review initiative was instigated because of concerns being raised about the financial solvency of some colleges. The government has assessed this issue and now feels it has to intervene.

The Department for Business, Innovation and Skills (BIS) document entitled *Reviewing post-16 education and training institutions* released this month recognises the independence and autonomy of colleges and clearly states that it will be governors who have to take the decisions.

Your role is to cooperate in the review process, but it is for you to determine what is best for your existing and prospective students.

You have to make a judgement about whether local students and the college could be better served by being organised in another way. That could be by merging with another institution, or finding ways to engage in shared services that are more cost effective.

If you are already a middle to large-sized establishment, perhaps merged a few years ago, have a healthy bottom line and have plans that match the Local Enterprise Partnership priorities, you might judge the college's long term solvency is best served by staying as you are now and continuing to implement your own development plan. On the other hand, if your finances are weak and not improving, then you really need to fully embrace the review process and ensure there is a long term solution that meets local need. If your finances are poor you shouldn't wait for the review to start you need to be taking decisive action now to bring down costs.

The government's main lever is through funding and, although they may not wish to use a big stick approach, what they could do is to say that if you don't accept the findings of the review they will not provide any bailout package if that were to become necessary.

Area reviews could, with the right approach, be a very good exercise but it's worth remembering that it is the governing body that decides.

induction should also include a meeting with the finance director. Many principals meet with their staff governor monthly so they can discuss and help resolve issues.

The Association of Colleges (AoC) supports the University and College Union to organise an annual staff governors' meeting and they both have material on their website. Making an impact is an issue for all, not just for staff governors, and AoC has addressed this through their Education and Training Foundation-funded training materials.

Be proactive and ask for a meeting with the chair and other governors outside of meetings. Use this meeting to discuss how you get the staff voice heard and explain you want to be an active member of the governing body and could they help you in that quest. As a staff member you are able to provide valuable insight into the workings of the college and your fellow governors will recognise this and want to hear your views.



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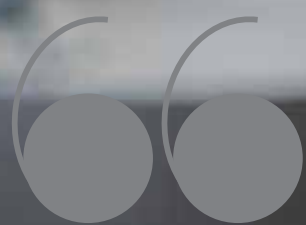
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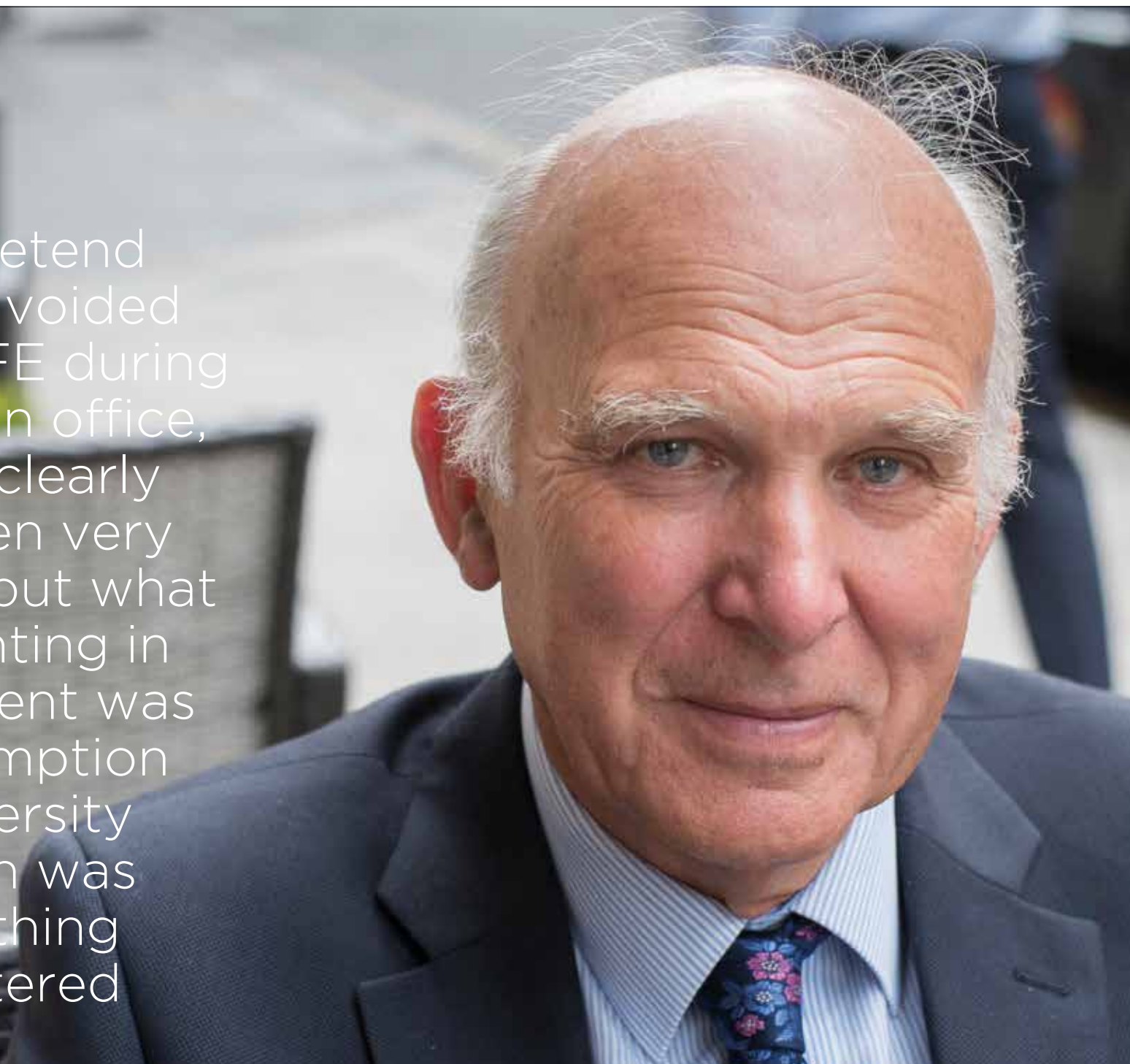
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## PROFILE



I don't pretend that we avoided pain for FE during my time in office, because clearly it has been very difficult, but what I was fighting in government was this assumption that university education was the only thing that mattered



# SUCCESS IN MODERATI

@PAULOFFORD

PAUL.OFFORD@FEWEEK.CO.UK

Many would say the Liberal Democrats were a moderating force on the austerity policies of their Conservative Coalition partners.

Many others still would say that they failed to hold back the tide of cuts that has swept across government spending since the General Election of 2010.

It is a tide against which Dr Vince Cable claims to have struggled on behalf of the FE sector as Business Secretary, and it is one that need not be spelled out to regular *FE Week* readers.

But if the slashing of budgets was one issue he had to contend with, then a lack of appreciation for FE among his civil servants was another.

"I don't pretend that we avoided pain for FE during my time in office, because clearly it has been very difficult, but what I was fighting in government was this assumption that university education was the only thing that mattered," he says.

"I was leaning against the wind."

Speaking in his first interview on his old FE and skills brief since losing his Twickenham seat in May, the 72-year-old adds: "You can't underestimate the extent to which the Civil Service and the establishment generally doesn't understand FE, doesn't care about it."

Cable had to find huge savings from across the Department for Business, Innovation and Skills after the Coalition was formed in May 2010, and has claimed that civil servants advised him to "effectively kill-off FE" to help fund his party's pledge to axe university tuition fees.

But it was guidance the Cambridge University-educated Liberal Democrat was never going to follow given his passion for FE, inherited from father Leonard, who was a lecturer in building science at York Tech College.

"You remember the damage that raising university tuition fees [to £9,000 a year] did to the Liberal Democrats politically," he says.

"The problem is that if we hadn't done that, a much deeper cut would have been taken out of FE and training. The Treasury's

original plan was that there was going to be a 40 per cent cut in 2010 in FE support.

"As a result of taking some of the really painful things out of student tuition fees, I reduced that significantly, so the FE sector effectively had a 25 per cent cut."

It is perhaps surprising that father-of-three Cable describes his relationships with most of his Conservative colleagues as "much better than it appeared outside of government".

"I was always portrayed as difficult, left wing and awkward, certainly in the right-wing press," he says.

"But actually the working relationships with the Conservatives were mostly very good".

It was, however, a different story with Michael Gove, Conservative Education Secretary from May 2010 to July last year.

"He was formidably intelligent, but difficult when he had taken up a strong ideological position," says Cable.

"He had, for example, a very traditional view of reinstating academic education and standards, which is fine, as obviously we want high standards, but he didn't

have much interest in people who may not be very academically inclined.

"I tried to push the more vocational side."

He adds: "Gove cut post-16 FE very deeply, where it was funded by the Department for Education, because his commitment was to maintain the schools' budget.

"He also pushed very hard to make post-16 English and maths study compulsory [for learners who fail to secure at least C grades at GCSE]".

And Cable recalls having to push "very hard" to retain Functional Skills as an alternative to resitting maths and English GCSEs from 2013/14.

"If it had just been left to Gove, I don't think that there would have been that option," he says.

"You would have just had to do GCSEs and if you failed you would do it again."

"Nick Boles [current Skills Minister] was softer and Nicky Morgan [current Education Secretary] were more open-minded. This debate was going on throughout the Coalition."

Cable says he considered trying to improve the general perception of FE,





ON?

## It's a personal thing

### What are you most proud of with regards to FE from your time in government?

I think, making the positive case for further and adult education, which would otherwise, I think, have gone by default. If anything my achievement was to have that case properly heard.

I was the one who pushed apprenticeships as a new respected brand. I gave it the political impetus originally and John Hayes built on it.

### What is your biggest FE-related regret?

I would like to have done more and cut less. The problem is that we came into government at a time when there was retrenchment across the board and saying that we've been cut less than other people is not something that's easy to sell.

I would also have liked to have moved faster on establishing a proper funding method for apprenticeships.

### What did you do to unwind while you were a minister?

I have enjoyed ballroom dancing for about 25 years and managed to keep it going during my time in government. It was difficult, but I used to set aside Friday afternoons for my dance classes.

I also hate being stuck in traffic, but love proper driving. One of the highlights of being Business Secretary was also being allowed to drive an Aston Martin DB9 150mph around a test circuit in Gaydon, in the Midlands, in 2012.

### What are your plans for the future?

I have joined the board of governors at Richmond Adult Community College and have been adopted as a fellow of the City Literature Institute of adult education in Covent Garden.

I also plan to develop my writing. Since the election I have finished a book called 'After the Storm', which is coming out in September, which is a sequel to the book I wrote called The Storm on the financial crisis in 2008. It's an analysis of policy both global and in the UK.

I'm also doing competitive dancing. I will be going in for some competitions over the next few months in tango and rhumba. I have to get the hips moving, I think it will be in the 50-plus category. I'm also doing a lot of cycling and gym.



From left: Vince Cable and former Liberal Democrats leader Nick Clegg at Richmond Adult Community College



From left: DR Cable at Fareham College with principal Nigel Duncan.



From left: FE Week reporter Paul Offord interviewing Dr Cable in Covent Garden



Vince Cable speaking at the Association of Colleges Annual conference in 2013

particularly apprenticeships, both within government and among the general public as a “key priority”.

He says that John Hayes, Conservative Skills Minister from May 2010 to September 2012, was an ally who played a key role in helping to achieve this.

“He was very committed to the FE agenda and I found him very supportive,” he says. “We had a good working relationship.”

Cable also considers Hayes’ successors Matthew Hancock [Skills Minister from September 2012 to July last year] and Boles to be “very capable guys”.

He’s proud that they all helped to “improve the quality of apprenticeships and I think you saw the level one and very short apprenticeships disappear”.

“The real growth area now is level three, four and five, which is what is needed,” says Cable.

A significant legacy of the tight spending restrictions following the 2010 spending review, says Cable, was the introduction from March 2013 of FE loans for learners aged 24 or above and studying a course at level three or higher.

“It was something that we had to take on board as part of the funding deal with the Treasury,” says Cable.

“Their view was that we should have FE loans for everything, including level two provision for younger students.”

However, he says that he “thought it was completely inappropriate for younger people on lower level courses”, so “comprised” on introducing them for level three and above courses for 24+ learners.

Cable exclusively told *FE Week* in December 2013 that the government was “dropping” loans for apprenticeships, after just 404 applications were received in seven months.

He says now that the policy was “a mistake. We saw that the evidence was pretty damning and had to back off. I don’t mind admitting when something goes wrong”.

The question of how growing numbers of apprenticeships should be funded in an age of public spending austerity plagued Cable while in government.

“The idea of using a tax relief system [PAYE] obviously came up through the

Richard Review [published in November 2012] and I thought that we should explore it,” he recalls.

Cable initially thought that the “concept was fine”, but he and Boles were persuaded to drop the idea because of “vociferous opposition” from small businesses that feared it would be too bureaucratic.

He supports plans announced by Chancellor George Osborne in July to launch an apprenticeship levy for large businesses.

“Some of the big companies do a lot of training but some of them don’t,” says Cable. “In order to prevent the free riders picking up skilled labour at the expense of the others, it’s important that everyone pays the levy.”

Cable admits that he was “disappointed” with the slow take-up on traineeships, after there were just 3,300 starts in the six months following the scheme’s launch in August 2013.

“The idea was to provide a route into apprenticeships and I was frankly a bit disappointed with the very low numbers,” he says.

“I never quite got to the bottom of why the sector wasn’t able to do more

in terms of taking on learners. I never quite understood why it was so difficult to offer them.”

Cable is still optimistic about the long-term prospects for “enterprising” FE colleges, despite concern about the 24 per cent cut for the non-apprenticeship part of the adults skills budget for 2015/16 which he said “could have been a lot worse”.

“What was very striking [between 2010 and 2015] was that there was a big disparity between the colleges,” he says.

“Some of them were cutting back very substantially and some were actually expanding.”

He adds: “A fair amount of that was due to their ability to mobilise the extra apprenticeship money made available.

“I always hoped that the sector would offset some of the cuts through taking on additional apprentices, doing more higher education in FE, and gaining funding through the extra English and maths provision.

“The basic lesson is that the future is difficult but it doesn’t have to be a disaster and really enterprising colleges will do well.”



Neil Bates, principal of Prospects College of Advanced Technology

NEIL  
BATES

## Incorporating lessons from taking an FE college path

**In August last year Basildon-based Prospects Learning Foundation (PLF) underwent incorporation to become Prospects College of Advanced Technology —the first new FE college in more than 20 years. Neil Bates assesses the move, and the sector, 12 months on.**

I have worked for PLF for almost my entire professional life. It has been my devotion; a labour of love. On occasions, I admit, the source of considerable misery and frustration.

It took the proverbial sweat, blood and tears to position Prospects as one of the most successful independent learning providers in England.

We built up with a well-intentioned bunch of trustees, terrific staff, a rich history formed around the group of training associations that were the product of the 1964 Industrial Training Act and £50m of investment in five wonderful skills campuses.

Why on earth would we want to become an FE college – the first to be established since the Further and Higher Education Act 1992? Were we out of our mind?!

Well, maybe. But let me tell you why I think it was the most important decision the PLF Board ever made in the 44 years since the company was established.

Our mission has always been about skills. In the sectors we operate in — engineering and construction — it is often the supply of skilled people that determines the future of those businesses.

So I have always believed in our very own version of the ‘dual mandate’, providing opportunities for young people, many of whom are trying to escape inherited poverty and disadvantage, and providing a pipeline of skilled people to help businesses compete in an increasingly global marketplace.

The trouble is that our job, and everyone else’s in the FE sector I suspect, has been made a whole lot harder by the absence of any coherent national strategy for education and skills.

We have allowed a hierarchy to cling on between academic and vocational education. The very word vocational has come to imply the opposite of ‘academic’ when in fact the very best technical professional education needs large doses of both.

So back to the question, were we out of our minds? Well maybe not although time will tell. We hope that our incorporation will signal the start of a new vision for FE and skills, one which is better aligned with the needs of business and the economy.

It will be one that gives proper status and recognition to professional technical

education; that puts employers as well as learners at the heart of the system — and, yes, that recognises that the minimum standard for an apprenticeship must be level three and more often than not at level four or five.

In Northern Ireland, it is government policy to offer apprenticeships to level eight. What on earth are we doing using up scarce public money training 25-year-old supermarket workers and in the process subsidising major retailers’ continuing professional development budget?

**The bureaucracy is insane but we’re better governed, a lot more secure, and we are growing fast**

If you are thinking about incorporation, here is our experience 12 months after we opened. Only do it if you think it will enable you to better fulfil your mission. The 1992 Act is not fit for purpose. It is designed to convert local authority colleges not launch new ones. There is a fundamental problem too with the funding system. It is simply not geared up to support new colleges or even to promote growth. The bureaucracy is insane but we’re better governed, a lot more secure, and we are growing fast. Advanced apprenticeships and Higher Education student numbers have increased by 48 per cent since incorporation.

The key to our survival and future success? We have an absolute clarity of mission. We are specialist. Employers are partners not just customers — they have to pay their fair share but they play a leading role in governance and curriculum design. That ensures value for money. We have a brilliant board of governors.

We are all passionate about skills and we are closely aligned with government policy. That will see us through and you never know, we might get the education and skills system that young people deserve and UK Plc so urgently needs.



General Secretary of the Association of Teachers and Lecturers (ATL)

MARY  
BOUSTED

## Damned if you report, damned if you don’t....Prevent

**Mary Bousted outlines her concerns that the Prevent Duty could be causing more harm than good.**

Few issues in education have caused as much confusion, fear and misinformation as the Prevent Duty.

From July 1, education staff have been subject to the duty and have had the threat of a custodial sentence hanging over their heads like the proverbial sword of Damocles.

We believe that it is not the role of education staff to police young people and we are concerned that this strategy may exacerbate Islamophobia and racism.

College staff should be mindful of their duties under the Public Sector Equality Duty (PSED), which makes it unlawful for learners, or potential learners, to be discriminated against, harassed or victimised on the grounds of protected characteristics, which include race, and religion or belief.

The PSED applies to the treatment of pupils or potential pupils in relation to admissions, the provision of education, access to any benefit, facility or service, or if a pupil is excluded or subjected to detrimental treatment.

**College staff must ensure they are familiar with the clear procedures which providers are required to have in place for protecting learners at risk of radicalisation**

We know Prevent is of great concern to our members and there is a dearth of good, accurate and effective training on the subject.

We know members have been told to police students. However, education professionals need to understand that Prevent is a safeguarding matter and should be treated in the same way as protecting children and young people from other harm, such as drugs, gangs, neglect, or sexual exploitation.

As with these wider safeguarding issues, college staff are required to identify learners who may be vulnerable to radicalisation, and know what to do when they are identified.

Contrary to some of the poor quality and sometimes factually incorrect information and training our members have received, the Duty does not require teachers to instigate difficult conversations to root out potential radicalisation.

Nor should teachers spy on their students by, for example, scrutinising their social media accounts. Schools have a general duty to ensure children and young people are equipped to stay safe online, both in school and outside. The Prevent Duty forms part of this broader responsibility.

The Prevent Duty also risks inhibiting the relationship of trust between students and teachers or support staff. Furthermore, there is potential that the duty will limit freedom in the classroom to challenge and discuss a variety of subjects.

Teachers must be aware, however, that the government’s guidance makes it clear that the Prevent Duty is not intended to stop learners debating controversial issues.

It’s not just education staff who must be alert to these issues. Shockingly, ATL has heard anecdotally that schools may be using the government’s Prevent helpline to denounce other schools in the area, claiming they have issues with radicalisation. The contentious adherence to ‘Fundamental British Values’ is another stick, which can potentially be used maliciously. Accusations could be made by students against other students, students against education staff, parents against education staff, education staff against colleagues, as well as by school and college leaders against their own staff.

To protect themselves against these concerns, college staff must ensure they are familiar with the clear procedures which providers are required to have in place for protecting learners at risk of radicalisation. These procedures may be set out in existing safeguarding policies.

Staff must also ensure they receive appropriate continuing professional development, which includes a forum for open discussion around the potential scenarios which may be encountered.

Any indication by providers that staff are required to take action which is over and above the requirements of the Prevent Duty should be discussed with senior management.

We would argue that any complaints be dealt with through the existing complaints or grievance procedures and that colleges ensure that all staff, without exception, receive thorough and high quality training.



Justice Secretary Michael Gove’s wide-ranging review of prison learning is set to include the system of provider contracting. Alexandra takes a closer look at the current system and what she thinks is needed of the review.

This term, prison education is high up on the political agenda. Following a rousing speech prioritising learning for prisoners in July, Justice Secretary Michael Gove returned from recess to launch a review of prison education to be led by Dame Sally Coates.

Days after this announcement, Mr Gove addressed staff from the FE colleges and organisations delivering education in prisons via an exclusive video message at a conference organised by the Prisoner Learning Alliance (PLA) on Friday, September 11.

He said: “I don’t think there is anything more important than making sure that when we have people in our care, in custody, that we give them an opportunity to change their lives for the better and nothing is more central to that act of rehabilitation or redemption than education...Having visited prisons and seen the impact that education can have on offenders, one of the best ways of providing people who’ve perhaps made wrong choices in the past with the right path in the future is high quality education... This is an opportunity to transform education for the better and to give thousands of individuals for whom



ALEXANDRA MARKS

Chair of the Prisoner Learning Alliance (PLA)

## Provider involvement in prison learning review ‘essential’

we’re responsible a new start in life.”

The PLA welcomes this timely review of education in prisons. We have long called for improvements to be made to the current system, which operates under the Offender Learning and Skills Service (Olass 4) contracts.

Our vision and solutions are summarised in our reports ‘Smart Rehabilitation’ and ‘The Future of Prison Education Contracts’.

While there is a strong focus on Functional Skills in prisons which is necessary for many prisoners (47 per cent of prisoners have no formal qualifications), we argue there should also be opportunities for learners to progress beyond level two qualifications.

In addition to the Olass delivery, there are also many organisations across the country offering a diverse array of

learning opportunities for prisoners, including further and higher education, arts and personal and social development, family learning and peer to peer literacy support.

And these organisations are achieving results. For example, in the latest government Justice Data Lab report, analysis of almost 6,000 prisoners who studied distance learning courses funded by Prisoners’ Education Trust (PET) found them more than a quarter less likely to reoffend compared with a matched control group. This includes accredited courses such as GCSEs, NVQs, A-levels and degree modules, in subjects ranging from academia to the arts. Prison education contracts could encourage providers to make much more use of the expertise the voluntary and community sector offers.

PET, which set up and provides secretariat for the PLA, aims to highlight the evidence of what works to reduce reoffending. PET’s chief executive, Rod Clark, will represent our 23 member organisations on an expert panel supporting the Coates Review.

The PLA believes it essential that the providers — Milton Keynes College, The Manchester College, Weston College and PeoplePlus (formerly A4e) — which currently deliver the Olass contracts also feed into the Review. Their staff are on the frontline of delivery, and their views are crucially important.

That is why our conference included an interactive session to initiate a Theory of Change for the sector, asking the critical question — what is prison education for? The day closed with a ‘Wordle’ highlighting key responses from our audience, and ‘confidence’ came out as the chief benefit of delivering prison education.

Throughout the event, we included contributions from current and former prison learners.

Their main ask was for more former prisoners who have made a success of their lives to be allowed to go back into prison to be role models. The other central message from learners was that the focus of prison education should be as a tool for empowerment, agency, self-awareness, empathy and developing a new identity away from that of ‘offender’. We would urge the Coates Review to offer learners meaningful opportunities to be involved in the process.

The number of Trailblazer apprenticeship standards is growing as the 2017/18 cut-off date for the current frameworks system approaches. Writing in a personal capacity Iain Mackinnon outlines the journey of one such standard that is now ready for delivery.

I was at a seminar the other day run by Nautilus International, the Merchant Navy officers’ union, and the General Secretary wove Beatles’ lyrics into all his comments.

Following his example, I’d have to say that ‘long and winding road’ won’t do to describe our Trailblazer journey because it implies that the road was at least clearly headed in the right direction at all times.

And ‘hard day’s night’ rather underestimates the time it’s taken, and the slog involved.

But I’m not writing this to criticise or moan.

Our first completed Trailblazer has taken far longer than any of us thought possible, and been far more tortuous than any of us thought possible.

And after 18 months of effort we have won approval for something we already have — an apprenticeship for deck ratings (operatives at sea) which satisfies both the industry and the Department for Business, Innovation and Skills (BIS).

And yet I think we have we gained something worth gaining. Let me explain.

One of the prime drivers for us in getting involved in Trailblazers when we did was a worry about how BIS’s explicit ‘employer-led’ approach would work in a sector subject to international regulation.



IAIN MACKINNON

Secretary to the Maritime Skills Alliance, secretariat services provider to the Maritime Trailblazer, managing director of the Mackinnon Partnership and former college governor of 14 years

## Reflections on a Trailblazer journey

That regulation lays down competence standards for different grades of seafarer (giving them certification, incidentally, which is valid across the world), and those standards are enshrined in law — we cannot change them.

Our job in the Trailblazer therefore was to get BIS to accept that fact, moderating a pure form of employer leadership — and they’ve done so.

We know that what we do is good quality, giving apprentice ratings a broad-based foundation for a career which can take them all the way to ship’s Master and beyond.

Getting BIS to see how they could accept what we do without damaging anything was the tough bit.

Despite our frustration over the process we have found new flexibilities in the new rules.

Under the previous system, SASE — Specification of Apprenticeship Standards in England — ruled, and ruled inflexibly.

Despite BIS’s default position that it prefers apprenticeships not to include qualifications, we now have two core vocational qualifications, and some specialist ones, such as the Entry Into Enclosed Spaces certificate, which trains people to avoid a major cause of death on ships.

SASE did not allow us to do that, so the new standard is better than the existing one.

To its credit, BIS has tried hard to understand what’s different about the maritime sector — a sector one of them called ‘quirky’.

We don’t mind ‘quirky’ — quite like it, in fact — so long as they listen and learn. That’s taken time — a lot of time.

We took two civil servants to HMS Raleigh (the Royal Navy’s shore-based training facility) to show them what ratings were.

And we took three to Dunkirk and back on a ferry, introducing them to five existing apprentice ratings, with

briefings from several off-duty officers. That was a big investment in time for the employers involved.

BIS also accepted that our working group, while employer-led and employer-dominated, includes two trade unions, two colleges, and SQA (as the sole awarding body we work with), as well as the regulator. That’s the way the maritime industry works.

Despite our frustration over the process we have found new flexibilities in the new rules

The final stage was to win approval for the end-point assessment, and that took a frustrating 27 weeks. It took so long because we needed BIS to approve a procedure enshrined in international law and see how it could fit its own criteria. They had to compromise (on interpretation only); we did not, and both the approved Standard and the longer Assessment Plan effectively re-state in BIS’s language what already happens.

‘Trailblazer’ is a hackneyed term — but not a bad metaphor. We have blazed a trail, and I think we have shown BIS how it can recognise and accept difference while in no way compromising its commitment to high standards — which we share.



## STEWART SEGAL

Chief executive of the Association  
of Employment and Learning  
Providers (AELP)

### Area reviews must engage with independent learning providers

Stewart Segal explains the important role that he thinks independent learning providers (ILPs) should play in upcoming post-16 education and training area reviews.

The AELP recognises that the area reviews launched by the Department for Business, Innovation and Skills are principally focused on the future provision of FE colleges.

The current policy environment for all training providers is also very tough with reducing budgets and reducing rates of funding.

The area review must be a transparent and open process and ensure that all stakeholders can input to the discussions.

The learners and employers are the beneficiaries of any training and it is their needs that must drive any decisions.

In every local area of the UK, ILPs are an essential part of the complex skills and employability sector.

They deliver programmes with direct contracts from government as well as working with colleges as subcontractors to deliver demand led provision.

In most areas, ILPs deliver the majority of provision when you look across the employment and skills sectors, so any solutions must not protect or favour any one type of institution

It is vital that this is taken into account in any review. In most areas, ILPs deliver the majority of provision when you look across the employment and skills sectors, so any solutions must not protect or favour any one type of institution. Choice for the customer is key.

Across the country, the majority of ILPs work together within a local provider network.

This will involve national training providers that deliver locally as well smaller local providers and colleges.

It is important that these networks are able to make an effective input to these reviews.

The process and extent of the input will vary from area to area but for the large urban area reviews, the local network will have already been in contact.

The AELP will work closely with the local provider networks to ensure that there is the necessary input and that ITPs are fully aware of the review discussions.

The review guidelines state that “there may be a need for early consultation with key counterparties of colleges who may have an interest in the outcome of area reviews. We would expect this matter to be considered as necessary by colleges and the local steering group”.

It may well include subcontractors of the colleges — so mostly ILPs, and other interested parties.

The guidelines issued by BIS to cover these reviews has a foreword by the Skills Minister who says that he would “encourage everyone to engage fully” in this review process”.

The ILPs in each are very willing to engage and the local network and AELP as the national representatives will help provide the necessary input through all stages.

The guidance also says that “we are putting in place arrangements to ensure that there is effective engagement with the independent provider network, including formal arrangements for discussion with representative bodies including AELP”.

We will continue to discuss this with BIS to ensure that there is a formal route through the consultation process.

In particular, we would highlight three stages.

Firstly, for the initial review, the steering groups will need an accurate picture of existing provision in their areas.

The baseline information must be accurate and reflect the reality of the complexity of the situation, and ILPs and their representative bodies must have an opportunity to contribute to this baseline data and comment once it is collated.

Then for the analytical phase, once the reviews start to look at the data, they must be open to input from all stakeholders.

The analysis stage must be transparent and take into account the impact of any changes on all providers and all customers.

Thirdly, when it comes to recommendations on future actions, they must ensure that there is an impact review on all providers and customers — not just on the institutions (i.e. colleges) that have been party to the review.

There must be an opportunity for stakeholders to respond to any recommendations before they are implemented particularly if there may be impact on all providers.

The recommendations should respect the principle that all providers should be treated equally and any resources applied should follow the needs of the customers not just the needs of the institutions.



## NICK LINFORD

Author of The Complete Guide to  
Funding Apprenticeships

### Shining an area review light on sub-contracting

When the Department for Business Innovation and Skills published its annual funding letter in February, it outlined concerns with the rise of sub-contracting. Nick Linford takes a look, in the context of the college area reviews, at whether more can be done to lift the lid on this murky world.

Let's start by looking at how much Skills Funding Agency (SFA) funded sub-contracting takes place.

The latest list of self-declared sub-contracting arrangements (dated May) is for 2014/15 and has 573 lead providers sub-contracting £967m in 4,290 contracts to 1,555 sub-contractors.

To put £967m in context, the SFA allocations (dated April) shows £3.7bn for providers last year, which would mean about a third was self-declared as to be used for sub-contracting.

Beyond the well-trodden debates about the percentage some top-slice, much of this delivery will be taking place well out of the area of the lead provider.

It is something that the SFA reflected on in its 2015/16 funding rules, stating the reassurance that its wants is ‘strategic’.

Local enterprise partnerships should also take a keen interest as part of college area reviews.

The guidance document on college area reviews does mention sub-contracting once, saying it will take it into account because so many of the precious apprenticeship starts come from colleges sub-contracting to independent providers across England.

Given the scale and complexity of the provision a thorough data driven review should be undertaken and published, lifting the lid for the area review boards on who, what and where there is duplication.

In addition, five quick sub-contracting wins would be to:

#### 1.Limit the size of individual sub-contracts

There were 134 individual self-declared contracts last year worth £1m or more, with the largest for a college being over £6m with a private company based in London whose website is ‘under construction’. Large contracts are often delivered across England, hundreds of miles from the college. They are also high risk given the level of public funding exposure and number of on-programme learners that would be affected if the lead provider or sub-contractor ended the relationship.

#### 2.Publish standardised year-end delivery figures for sub-contracting

At present, the SFA publishes self-declared contract values and, as reported last week in *FE Week*, is requiring greater compliance with the rule that lead providers publish delivery values. Is it not odd that while the SFA has standardised the collection of self-declared sub-contracting contract values into a single spreadsheet that they publish, they are allowing providers to self-publish delivery values, in different formats and scattered across over 500 websites? Far better the SFA take the existing ILR data and publish lead provider sub-contracting delivery values alongside details of the contract, provision and success rates.

#### 3.Publish success rates for sub-contracted apprenticeship provision

Unlike classroom provision, the SFA does not produce sub-contractor qualification success rate reports for apprenticeships. It means that it's very difficult for Ofsted and those involved in area reviews to see what and where the sub-contracted apprenticeship delivery is, or the percentage of apprentices succeeding. The reason for the omission is that apprenticeships are made up of several qualifications, not all of which will be delivered by one provider. This anomaly can be easily rectified by simply recording a single provider against the programme aim in the ILR.

#### 4.Align EFA sub-contracting policies with the SFA

College's 16 to 18 year-old funding will be considered as part of area reviews yet the EFA only recently began collecting sub-contracting data via the Individualised Learner Record. They do not collect sub-contracting arrangement information and they recently removed the requirement to request permission to sub-contract, although they have tightened up the audit requirements.

#### 5.Ban some 16 to 18-year-old sub-contracting

In addition to taking the same reporting approach as the SFA, the EFA should ban part-time (non-traineeship) and weekend sub-contracted provision as it is often delivered out of the local area. Audits have shown it is highly likely a 16 or 17 year-old learner is already being funded full time at school, college or if 18-years-old, at university.



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Antone prepares to switch from Harrow College for Texas

## Antone goes stateside for ‘soccer’

Antone Michael Jarvis looks like he has scored a winner after bagging a place at a college in Texas to study sports psychology while developing his football career.

The 18-year-old completed a football academy BTec level three diploma in sport at Harrow College this year and jetted stateside last month to study at San Jacinto College, Houston.

He got his big break when an agency representing Antone flew out to a sports

convention in the US with a video of him playing in an academy game.

College scouts were impressed with football, or soccer as it’s called in the US, skills and were keen for him to join.

“The experience of going abroad and playing in a country which is really developing its football will be fantastic,” said Antone.

Antone will now spend two years at the US college where he is also keen to add either Spanish or French as a side course.

## Charity money pours in from quality officer’s strawberry tea



Marie Rowe and Vicky Brayne sit in Vicky’s garden where the strawberry tea took place with the cheque for Breast Cancer Care

Home-made cakes and a glass of Pimms were just a couple of the treats that helped North Shropshire College quality officer Vicky Brayne raise £1,100 when she hosted a ‘strawberry tea’ in aid of Breast Cancer Care.

The sun was shining for the afternoon which allowed Vicky and friend Marie Rowe to entertain more than 60 women who enjoyed the treats in exchange for donations.

There were party games and raffles with prizes on offer ranging from bouquets of flowers to a hair-cut and blow-dry.

“We were overwhelmed with the generosity of everyone involved and truly thrilled to raise £1,100 for this worthy cause, the weather was glorious and really made it extra special,” said Vicky.

Thanks were given to local businesses including Brooks Around the Corner and Boots who donated some of the prizes.



From left: Salford City College directors Warren O’Donovan and Rebekah Wilkins with principal John Spindler

## Sprinting for success

Salford City College staff sprinted to the finish line of the Decathlon City of Salford 10K as they celebrated raising £650 for St Ann’s Hospice.

The team of 24, which included teachers, support staff and governors, was joined by principal John Spindler who was runner number ‘99’, to represent the 99 per cent pass rate achieved by A-level students this year.

He said: “Quite unbelievably, my finishing position for the race was 999th.

I had even said before I ran that I’d be happy to be in the top one thousand runners, so I’ve achieved my target.”

He added: “It was fantastic to have so many staff members taking part in the event, not only as runners but also as race marshals and goodie bag packers. It was a great way to bring all the staff together to raise money for our college charity of the year, St Ann’s Hospice.”

Visit [www.justgiving.com/salford-city-college/](http://www.justgiving.com/salford-city-college/) to sponsor the college team.

## New £11m business hub for Walsall College



From left: Walsall College director of operations and resources Deb Rajania and principal Jatinder Sharma receive the key to The Hub

Walsall College is starting the academic year by opening a new £11m business and sports hub.

It includes a start-up business centre, and conference and event facilities for learners and the community.

A sports hall, dance and fitness studios, gym, spa, sports training and injury clinic, plus a 40-seat bistro are also part of the facility.

The gymnasium and business centre are

currently open for students and the official opening, which is being marked with a ‘fit and fun day’ for the public, is due to be held on September 26.

Principal Jatinder Sharma said: “Our vision has always been to create a space which creates a thriving economy for all by supporting budding entrepreneurs and giving the wider community greater opportunities to improve their health and fitness.”



# Hairdressing skills put crown on wedding day

When clumps of hair began falling out of hairdresser Ellie Baker’s head just before her wedding day, she feared she might be a bald bride. But thanks to the skills gained on her Cornwall College course she was able to walk down the aisle with her locks flowing and now uses her skills to help other alopecia sufferers, writes Billy Camden.

Ellie Baker’s dream wedding three years ago almost turned into a nightmare when her hair started falling out just weeks before her big day. Thankfully, the lessons she learned at Cornwall College Saltash while doing a hairdressing diploma level three course meant she was able to use extensions to cover the patches, and has now put the experience to good use in advising others going through similar ordeals. It was husband Daniel who initially saw the “10 pence” shaped bald spots back starting to appear in 2011. Ellie, whose youngest son, Aiden, was two at the time, assumed it might have been a result of her pregnancy, but doctors diagnosed alopecia. “I wasn’t too stressed out at first because the more stressed you get the



A bald patch as a result of the alopecia Ellie suffers from

more hair you’ll lose,” said Ellie. “But it got to the point when it started to really affect me emotionally. “My wedding day was literally a couple of months away and I didn’t want to be a bald bride. “Luckily Daniel was brilliant. He is really laid back and would say stuff like ‘just shave it off and we’ll have a his and hers hairdo’. “But when I did get a little tearful he would reassure me that it is just hair. “He would make me realise that I haven’t got cancer and I’ve got my health. If it wasn’t for him I’d be quite panicky about it and feeling a lot more judged.” The 35-year-old was however still trying to find a solution to the bald patches. She reflected on her training at Cornwall College and cleverly used hair extensions to ensure her big day wasn’t ruined. And now, still happily married to Daniel, she’s putting her experience to use in helping other alopecia sufferers. Ellie set up her own support group in November last year which she runs on a voluntary basis in Plymouth every month. A decision that was helped by son Aiden. “Aiden would rub the spots to try and



make them better, he always said ‘mummy you’re going to fix people’s hair’.” She has also launched her own business called Opia, which provides a hair restoration and wig fitting service. “The work I do can’t solve people’s problems, but it can offer a solution and I feel that my own personal experience with alopecia helps,” said Ellie. “I’ve had people walk in and just burst into tears, so to help them in any way is really pleasing.” Director of health and wellbeing at The Cornwall College Group Lisa Clarke said: “Ellie faced many challenges throughout her hairdressing training at Cornwall College Saltash and was determined to fight them which she did. “She completed her hairdressing qualification and changed her challenges into fantastic opportunities.”



Main: Ellie and husband Daniel on their wedding day Above: Ellie and her youngest son Aiden a year before the hair loss started

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Your weekly guide to who’s new and who’s leaving

Bradford College has welcomed David Harwood as its new principal. He was previously the senior deputy principal of Leeds City College. He said he was “keen to focus my energies on what really makes a difference” in his new role. “My belief is that students come first where we have a collective approach in providing a teaching environment that is inspiring, with excellent resources and support, along with providing the skills and opportunities for student success and future employment,” he said. Mr Harwood wants the college to “be at the heart” of supporting and serving its community. He said: “The community and employers in the district deserve to have a first class education provider giving them the progression routes for lifelong learning and success.” Mr Harwood considers himself a product of FE having started his working life as an apprentice electrician working for the Unilever Group and after gaining extensive

industrial experience while studying at college, he later graduated from Huddersfield University. He has worked in FE since 1987. In Manchester, Salford City College has appointed Saf Arfan as its vice principal for development and innovation. The newly-created role follows the publication of the college’s new business transformation plan and Mr Arfan will lead the college’s estates, IT and ITL strategies. Having previously worked for seven years as an executive director at Hopwood Hall College, Mr Arfan said: “I decided to move to Salford City College as I felt that it

was time to take on a new challenge. “My role will involve overseeing physical infrastructure, capital investments, e-learning and commercial opportunities.” He added: “Bringing these elements together to add value to the student experience is key and I am really excited about this role, in particular e-learning and the opportunities this presents our

students, given that digital technology is a growing feature of the education landscape.” Lastly, training provider Paragon skills has furthered its leadership team with the appointments of Mark Botha as chief executive and Ian Bamford as operations director. Mr Botha joins the institute having returned to the UK from Dubai, where he spent four years as group operations and marketing director overseeing the expansion of Fitness First MENA. He has more than seven years of director experience as well as involvement in the education sector having previously been the chief operating officer for Premier Global, the parent company of Premier Training International and awarding organisation ActiveIQ. Mr Botha said: “By incorporating our new internal quality measures with our employer and learner centric focus, we will ensure Paragon Skills will deliver outstanding teaching and learning to every learner, every time.” Mr Bamford joins from First4Skills. He has more than five years’ experience as an operations director in the training sector and is also an experienced Ofsted inspector. Mr Bamford: “My experience as an Ofsted inspector and sector knowledge will ensure that I have a high emphasis on continuous improvement implementing outstanding practices across all areas within the business.”



David Harwood




Saf Arfan



Mark Botha



Ian Bamford



Brinkburn  
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TS25 5PF

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3 days per week, term time only

**£12,508 per annum**

We are looking for an outstanding gaming lead tutor to join our dedicated team based in Walthamstow, East London. The successful candidate will have maths and English at GCSE grade "C" or above and be a qualified teacher or working towards their professional qualification.

**How to apply**

For an informal conversation about the role please call **AJ Kwame** on **07984 414 142**. If you wish to apply please send a CV and covering letter detailing how you meet the key tasks and desired qualities above, and explaining why you would be good for this position. Please send all the above to [aj.kwame@bigcreative.education](mailto:aj.kwame@bigcreative.education) by **5pm on Friday 2nd October 2015**.

To find out more about BCE and our approach to education please see [www.bigcreative.education](http://www.bigcreative.education)



We have a number of exciting vacancies at Grantham College. Please visit our website for more details on the following roles:

# SEE WHERE A JOB AT GRANTHAM COLLEGE CAN TAKE YOU

## **Automotive Lecturer / Assessor (Full Time)**

**Salary:** c£22,310 to c£23,674 dependent upon experience plus excellent benefits.

**Hours/weeks:** 37 hours per week, 52 weeks per year.

## **CIPD Lecturer (Part Time)**

**Salary:** c£17.71 per hour plus £2.14 per hour with respect to holiday pay (unqualified – PTTLS) or c£19.94 per hour plus £2.41 per hour with respect to holiday pay (qualified - DTTLs, Cert Ed, PGCE) dependent upon qualifications and experience plus excellent benefits.

**Hours/weeks:** 3 hours per week (Tuesday evenings 6.00pm to 9.00pm) plus some Saturday workshops (at least 3 or 4 a year), 52 weeks per year.

## **Mechanical Engineering Lecturer (Part Time)**

**Salary:** c£17.71 per hour plus £2.14 per hour with respect to holiday pay (unqualified – PTTLS) or c£19.94 per hour plus £2.41 per hour with respect to holiday pay (qualified - DTTLs, Cert Ed, PGCE) dependent upon qualifications & experience plus excellent benefits.

**Hours/weeks:** 7.5 hours every Thursday and 7.5 hours one Tuesday a month, 36 weeks per year

**Must be able to teach:** City & Guilds 2850 L3 – Unit 306, Principles of Engineering Maintenance, Installation and Commissioning and City & Guilds 2850 L3 – Unit 332, Mechatronics, Systems Principles and Fault finding.

## **Welding Lecturer / Assessor (Part Time)**

**Salary:** c£17.71 per hour plus £2.14 per hour with respect to holiday pay (unqualified – PTTLS) or c£19.94 per hour plus £2.41 per hour with respect to holiday pay (qualified - DTTLs, Cert Ed, PGCE) dependent upon qualifications and experience plus excellent benefits.

**Hours/weeks:** Wednesdays, 6.30pm to 8.30pm for 15 weeks would be able to change to a Tuesday or Thursday to suit the ideal candidate.

**Must be able to teach:** C&G 3268-13 Award Introductory MIG Welding Level 1.

## **Performing Arts Lecturer (Part Time)**

**Salary:** c£17.71 per hour plus £2.14 per hour with respect to holiday pay (unqualified – PTTLS) or c£19.94 per hour plus £2.41 per hour with respect to holiday pay (qualified - DTTLs, Cert Ed, PGCE) dependent upon qualifications and experience plus excellent benefits.

**Hours/weeks:** 10 hours per week Tuesdays and Wednesdays, 36 weeks per year.

## **Childcare Lecturer (Part Time)**

**Salary:** c£17.71 per hour plus £2.14 per hour with respect to holiday pay (unqualified – PTTLS) or c£19.94 per hour plus £2.41 per hour with respect to holiday pay (qualified - DTTLs, Cert Ed, PGCE) dependent upon qualifications and experience plus excellent benefits.

**Hours/weeks:** 10 hours per week Mon - 11am to 4pm, Tues - 1pm to 4pm Thu - 9am to 2.30pm, 36 weeks per year.

**Must be able to deliver:** L3, 4 & 5 Childcare.

- We can offer a pleasant working environment, excellent pension scheme, continued professional development and a generous holiday allowance.
- Please note that due to the volume of applications we receive we will only be able to contact candidates who have been selected for interview.
- For a full application pack please e-mail: [hrapapplications@grantham.ac.uk](mailto:hrapapplications@grantham.ac.uk) stating which role you are interested in.
- Please note that we do not accept CV's by way of application or online application via other websites, you must complete a Grantham College application form.
- All employment offers are subject to a self-funded (£44) satisfactory enhanced DBS check.
- We are committed to equality of opportunity and welcome applications from all sections of the community.



**Grantham College**  
[www.grantham.ac.uk](http://www.grantham.ac.uk)





# Assistant Principal

## Curriculum Innovation & Development

Salary in excess of £63K per annum

Formed on 1 August 2012 through the merger of South Birmingham College and City College Birmingham, with an annual turnover of £52m, a very diverse student population of 18,000 and a staff base of 1,000. With outstanding facilities at 8 campuses and centres, excellent pass rates, South and City College Birmingham has a reputation for excellence and for its focus on its students and the Birmingham economy. The last Ofsted inspection commented ‘The promotion of equality and diversity is outstanding’ ... and is strongly and consistently promoted throughout the curriculum. The staff and student profile of the college reflects the diverse population of Birmingham.

To help us deliver these aspirations, we are seeking to appoint an exceptionally talented Assistant Principal:

### Assistant Principal: Curriculum Innovation & Development

You will have the ability to develop and expand all areas of the College’s curriculum and bring in new and innovative provision and approaches. Your focus will be on the current and future job aspirations of students and the development of local businesses in line with college priorities, learner and employer needs and Government policy initiatives.

You will be an energetic, innovative and open thinker who puts ideas into practice. This role will also have responsibility for developing the college higher education offer.

Qualified to degree level you will have an impressive track record of achievement within further education.

Planned interview dates: 7 & 8 October 2015

This senior post requires a dynamic and ambitious individual with well-developed skills in working collaboratively both within and outside the college. Managing staff and resources are essential requirements, as is experience in establishing effective relationships with external partners and other stakeholders. Passionate about raising the success rates of our students and ensuring they achieve their true potential, you will have a record of successful management experience at senior level within a large and complex institution along with the ability to inspire and motivate others.

If you have the drive and ambition to succeed in this exciting opportunity we would be pleased to receive your application.

If you would like to discuss this position before making an application, please contact Mike Hopkins, Principal or Sardul Dhesi, Deputy Principal on 0121 694 6293.

If you require details in Braille, large print or in any other format please contact us. As part of our referencing procedure a criminal records check will be required.

South and City College Birmingham is committed to making appointments on merit, using fair and open processes which take account of equal opportunities.

We encourage applications from all sectors of the community to reflect our diverse student population.

The closing date for applications is 30 September 2015



For information and application details visit [www.sccb.ac.uk](http://www.sccb.ac.uk) or call the recruitment team on 0121 694 6187

## TRURO AND PENWITH COLLEGE

We are one of the top Tertiary Colleges in the country and have been awarded Beacon College status in recognition of this. At the last inspection the College was awarded Grade One Outstanding in all areas. If you would like to play a role in our continued success we currently have the following vacancy:

### Full Time HEAD OF MANAGEMENT INFORMATION & DATA SERVICES Competitive Salary

Do you have energy, ambition, and commitment? If so, an opportunity has arisen to lead and develop the management information and data services throughout the College.

The Head of Management Information and Data Services will further develop and lead a dynamic MIS team providing the College with managed access to comprehensive, reliable, relevant and up-to-date information and reporting. The successful applicant will ensure that data and information required by all stakeholders is accurately prepared, submitted and available on a timely basis.

The ideal candidate will have a proven record of providing management information services within the further education sector and have an honours degree or similar equivalent professional qualification. It is essential you have experience of operating either commercial or bespoke Learner Record Database systems including the production of validated ILRs and other funding returns.

Applications for the above post should reach us by:  
**12 NOON FRIDAY 2 OCTOBER 2015**  
Curriculum Vitae are not accepted, Application Forms only.  
Successful candidates will be notified within 4 weeks of the closing date

### Contact / How to Apply

For an application pack go to:  
[www.truro-penwith.ac.uk/recruitment-and-job-vacancies](http://www.truro-penwith.ac.uk/recruitment-and-job-vacancies)  
email: [recruitment@truro-penwith.ac.uk](mailto:recruitment@truro-penwith.ac.uk) or call: 01872 267000

Truro and Penwith College is an Equal Opportunities Employer and is committed to safeguarding and promoting the welfare of children and young people, all applicants must be willing to undergo a Criminal Record (DBS) Check and past employment checks.



# FE Week

## ENGLISH AND MATHS JOBS

WE ARE CONTINUING TO OFFER FREE RECRUITMENT ADVERTISING FOR ALL ENGLISH AND MATHS TEACHING ROLES. GET IN TOUCH WITH HANNAH BELOW FOR MORE INFO

TO ADVERTISE WITH US CALL  
HANNAH SMITH ON 020 81234 778 OR  
[HANNAH.SMITH@FEWEEK.CO.UK](mailto:HANNAH.SMITH@FEWEEK.CO.UK)





Lecturer in GCSE English (HB/733)

£24,149 - £34,386 per annum\*

Hugh Baird College is a friendly, diverse and vibrant place to work where students and the local community are at the heart of everything we do. This is a very exciting time to be joining our 14-16 college as it continues to thrive and expand, entering its second year of provision. Applications are invited for the fulltime role of Lecturer in GCSE English. You will be responsible for delivering high quality teaching in GCSE English together with pastoral support for all students in the 14 – 16 College, including those following the Career College vocational pathways.

Experience of full or part-time teaching of this age group gained in a school or college setting, together with the ability to apply your specialist knowledge to make the delivery of English relevant to students on 14–16 College vocational pathways, are both essential to this role.

We would welcome applications from individuals highly motivated to work with young people that possess an understanding of the challenges this age group can face and are experienced in providing appropriate and effective pastoral support.

Interested?

For more information please take a look at the Job Description and Person Specification and the accompanying recruitment pack. If you have any further queries about the role, please contact the Curriculum Director of the 14-16 College, Alun Owen on 0151 353 4593

If you have the drive, skills, abilities and qualities to make a real a difference then we'd like to hear from you.

Please visit [www.hughbaird.ac.uk](http://www.hughbaird.ac.uk)

or call 0151 353 4449

or e-mail [vacancies@hughbaird.ac.uk](mailto:vacancies@hughbaird.ac.uk).

The closing date for applications is 12 noon on Wednesday 30 September 2015.

Interviews will be held on Thursday 15 October 2015.

Once complete, please email your application to [vacancies@hughbaird.ac.uk](mailto:vacancies@hughbaird.ac.uk).

\*depending on experience and qualifications, progression beyond £28,815 subject to performance and meeting specified criteria plus a 'Golden Hello' of up to £3000



GCSE Maths Lecturer

Closing date: 30 September 2015 at 12pm

Salary: up to £34,090 depending on experience

Introduction

Nelson and Colne College are an Ofsted Outstanding College with an excellent local reputation. Due to increased year-on-year recruitment, we currently have an exciting opportunity for an enthusiastic and competent Mathematician, to join our proven team of lecturers. Working within our Foundation Learning Programmes Division, the successful candidate will be an enthusiastic and talented teacher of Mathematics who will embrace practical, student centred techniques in ensuring all learners achieve their full potential.

The main duties include:

- Teach on a range of programmes in Mathematics, with the main focus being GCSE Mathematics.
- Plan and prepare high quality teaching and learning.
- Develop and share resources for the subject.
- Complete required assessment duties in relation to student assignments.
- Value and support students to achieve their full potential.
- Engage in curriculum development and planning activities, individually and as part of a team.
- Value and support students to achieve their full potential.
- Effectively manage the behaviour of students.
- Act as a Personal Tutor if required.

The ideal candidate will:

- Have a degree in Mathematics or a related subject
- Have a recognised teaching qualification
- Be able to demonstrate successful, recent experience of teaching Mathematics at GCSE level
- Demonstrate a student centred approach to learning

How to apply:

If you're interested in this post and would like to know more, please visit our dedicated careers website [www.nelson-careers.co.uk](http://www.nelson-careers.co.uk) and complete an online application.

Nelson and Colne College, Scotland Road, Nelson, BB9 7YT, [www.nelson.ac.uk](http://www.nelson.ac.uk)

Recruiting  
Now!



A YOUNG PERSON'S  
COLLEGE DEVELOPING  
SKILLS, INSPIRING  
EXCELLENCE



Teacher of English

(Full Time / Permanent)

Salary will be paid according to the Sixth Form College's Salary Spine for Teachers

To teach in the English Department on a range of courses including GCSE, Functional Skills and A-level according to the College needs.

This is an ideal opportunity to join a 'good' department aspiring to be 'outstanding', working in an exciting, purpose built College.

Closing date: Wednesday 30th September, 2015

For further details and an application form please visit the College's website: [www.stokesfc.ac.uk](http://www.stokesfc.ac.uk)

or email [personnel@stokesfc.ac.uk](mailto:personnel@stokesfc.ac.uk).

Alternatively, telephone Personnel on (01782) 854210.

The College is committed to Equal Opportunities. Applications are particularly welcome from members of the ethnic minorities who are currently under represented at the College.

The College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. You should note that an enhanced DBS Disclosure will be required prior to taking up an appointment with the College.



# Solihull College & University Centre

## Graduate Maths Lecturer

supported by the Education and Training Foundation

**Post No: LB128**

**Salary up to £36,427, with £5,000 Golden Hello payment**

This is an exciting opportunity for a recently qualified / soon to be qualified Teacher with a Maths / Maths related Degree.

The College requires an individual who has the drive and willingness to explore and develop new and creative approaches to the delivery of maths to the specific target group of 16-18 year old students who have previously underachieved at GCSE. You will be given a remit to research, test, develop and share exciting strategies for the classroom. The role will be given a specific focus on GCSE topics and teaching but will also be relevant to functional skills delivery.

In order to fulfil this remit the post holder will be given 25% reduction of teaching timetable in the first year. A Golden Hello payment of £5,000, access to external CPD, together with competitive salary and terms and conditions will also be provided.

Applicants will need to hold a Maths or Maths related Degree, working towards or hold PGCE or equivalent.

For an informal discussion please contact Patrick Geary, Director of Quality Improvement on 0121 678 7137.

## 0.5 Lecturer

**GCSE English and Functional Skills**

**Post No: LB026**


**Salary up to £36,427 per annum, pro rata, actual salary up to £18,033 per annum (depending on qualification status)**

We are seeking to recruit a 0.5 English Lecturer to join our GCSE and Functional Skills Team teaching GCSE English and Functional Skills English at all levels to 16-18 year old full time Learners.

It is essential you possess a minimum Level 3 qualification in English, a Degree Level qualification would be an advantage. You should also hold a relevant Level 5 teaching qualification, or be prepared to work towards this.

**Closing date:**  
**Tuesday 29th September 2015**

**Interviews to take place week**  
**commencing 12th October 2015**



## GCSE English Lecturer

**Closing date: 30 September 2015 at 12pm**

**Salary: up to £34,090 depending on experience**

**Introduction**

Nelson and Colne College are an Ofsted Outstanding College with an excellent local reputation. Due to increased year-on-year recruitment, we are now looking for an enthusiastic, competent English Teacher to join our dedicated and motivated team. Working within our Foundation Learning Programmes Division, the successful candidate will be an enthusiastic and talented teacher of English who will embrace practical, student centred techniques in ensuring all learners achieve their full potential.

**The main duties include:**

- Teach on a range of programmes in English, with the main focus being GCSE English.
- Plan and prepare high quality teaching and learning.
- Develop and share resources for the course/subject.
- Complete required assessment duties in relation to student assignments.
- Value and support students to achieve their full potential.
- Engage in curriculum development and planning activities, individually and as part of a team.
- Value and support students to achieve their full potential.
- Effectively manage the behaviour of students.
- Act as a Personal Tutor, if required.


**The ideal candidate will:**

- Have a degree in English or a related subject
- Have a recognised teaching qualification
- Be able to demonstrate successful, recent experience of teaching English at GCSE level
- Demonstrate a student centred approach to learning

**How to apply:**

If you're interested in this post and would like to know more, please visit our dedicated careers website [www.nelson-careers.co.uk](http://www.nelson-careers.co.uk) and complete an online application.

**Recruiting Now!**



## Experienced English and Maths Tutors Required Part-time and Casual

**Salary Range: £20,253 - £22,937 pro-rata**

Somerset Skills & Learning CIC is looking for enthusiastic and experienced English and maths tutors to work across the county delivering functional skills and GCSE provision. We have availability for a permanent part-time English tutor and for casual English and maths tutors.

You will need to have QTS or an adult tutor qualification and will preferably have a relevant subject specialism at Level 4 or 5. You will become a member of a team of dedicated and inspirational tutors totally committed to the well-being and successful outcomes of their learners.

For a full job description, person specification and application form please email [hr@sslcic.co.uk](mailto:hr@sslcic.co.uk)

**Closing date: 02 October 2015**

**Interviews to be held w/c 12 October 2015**

**[www.sslcic.co.uk](http://www.sslcic.co.uk)**

Nelson and Colne College, Scotland Road, Nelson, BB9 7YT, [www.nelson.ac.uk](http://www.nelson.ac.uk)



Protocol

Excellence in FE

# Maths and English Lecturing Opportunities Nationwide!

In the last academic year, Protocol found Maths and English jobs for over 1,000 Candidates! With a further 150 opportunities available across the UK every month, we can help you find your next role - fast!

Some of the top temporary opportunities we have available now...

**GCSE English Lecturer** (Lancashire)  
Various hours available, £17 - £19 per hour + statutory holiday pay

**GCSE and Functional Skills Maths Lecturer** (Derby)  
Full time, £17 - £19 per hour + statutory holiday pay

**Functional Skills English Lecturer** (Milton Keynes)  
Various hours available, £17 - £19 per hour + statutory holiday pay

**GCSE and A Level English Lecturer** (Shropshire)  
Various hours available, £17 - £19 per hour + statutory holiday pay

To apply for one of these roles or to be considered for any of the amazing opportunities we have across the UK please send your CV to: [jobs@protocol.co.uk](mailto:jobs@protocol.co.uk) or visit [www.protocol.co.uk](http://www.protocol.co.uk) to register online.



## PART TIME TUTORS REQUIRED

Post: GCSE Maths Tutor x 2  
GCSE English Tutor  
Maths Functional Skills Tutor

Based at: Any of the College Centres

The Learning Centre Bexley is Bexley Council's main provider of Adult Education, providing guidance and support to students with over 8,000 students enrolled and courses across sites in the community.

The College offers over 1000 part-time courses to learners across the borough of Bexley and we are constantly reviewing and expanding our programme. Would you be interested in becoming a part-time sessional tutor with the College?

Vacancies have arisen for experienced tutors to join the GCSE Maths, English and Skills for Life departments to teach adults from September 2015. The Maths post would involve teaching at Foundation and at Higher at various sites. Days and times vary.

Applicants should have expertise in the subject and the appropriate qualification. You should also have some experience of teaching the subject and hold a teaching qualification or be willing to achieve same.

Successful applicants will be required to complete a DBS check if they are teaching vulnerable adults or students under the age of 16.

If you would like to discuss this post please call Nick Little on 020 8298 2843.

For more information about the college visit: [www.tlcbexley.ac.uk](http://www.tlcbexley.ac.uk)

For an APPLICATION PACK email a request to: [personnel@tlcbexley.ac.uk](mailto:personnel@tlcbexley.ac.uk)

Closing date for Applications

Wednesday 30th September



## FULL TIME MATHS & ENGLISH TUTOR/TEACHER - £35,000PA OTE

### LOCATION: ENGLAND

Due to the outstanding successes of our work to date, we are looking to recruit a new team of 15 experienced Skills for Life tutors.

You will be delivering English and Maths from Entry Level through to Level 2, contextualised with a vocational award. Some delivery will be in the Health and Social Care sector, and therefore any experience in the H&SC sector would be an advantage but not essential.

The role will be working on a peripatetic basis, delivering in your region. Willingness to travel and your own transport are essential.

#### ESSENTIAL CRITERIA – PLEASE DO NOT APPLY IF YOU CAN'T COMPLY:

- Full time ONLY with flexible hours
- Have achieved a recognised full teaching qualification – Cert Ed / PGCE / DTLLS or equivalent
- Experience in teaching English and/or Maths
- Outstanding personal written and verbal communication skills
- A driving license and access to your own transportation

#### HIGHLY DESIRED CRITERIA:

- Experience of working with adult learners
- Working towards or have achieved a Level 4/5 Subject Specialist qualification in Literacy and/or Numeracy
- Excellent ICT Skills

The successful candidate will also be required to have a valid DBS Clearance Check.

In the first instance, please send an email outlining your recent relevant experience together with your CV.

NCC Skills Ltd is an Equal Opportunities Employer

No agencies please [amanda.fisher@ncc.ac.uk](mailto:amanda.fisher@ncc.ac.uk)



TRINITY

COLLEGE LONDON

Secure English Language Tests

Get ready for UKVI's new rules for settlement and citizenship applications

Trinity College London is one of only two SELT exam providers in the UK approved by UK Visas and Immigration (UKVI) for applications worldwide. Trinity's accessible exams test English at the specific level required.

Approved for citizenship, settlement and spouse/partner visas  
GESE: Graded Examinations in Spoken English

- ▶ A speaking and listening qualification
- ▶ A one-to-one conversation with an expert Trinity examiner

Approved for Tier 1, 2 & 4 visas  
ISE: Integrated Skills in English

- ▶ A contemporary four-skills qualification
- ▶ Widely recognised by UK universities



Tests taken in these 10 UK SELT centres are suitable for UKVI applications worldwide:  
London Hammersmith, London Holborn, Belfast, Birmingham, Cardiff, Glasgow, Leeds, Manchester, Newcastle, Peterborough



Become a listed SELT course provider with Trinity

Run preparation courses for our Secure English Language Tests and apply for listed SELT course provider status.

Being a listed SELT course provider with Trinity means:

- ▶ Inclusion in our list of SELT course providers on our website with a link to your organisation's website
- ▶ Professional support and resources for teaching staff
- ▶ A licence to use our SELT course provider logo



Contact us to find out more at [SELTprep@trinitycollege.co.uk](mailto:SELTprep@trinitycollege.co.uk)

Apply to become a listed SELT course provider with Trinity at [www.trinitycollege.com/SELTcourseprovider](http://www.trinitycollege.com/SELTcourseprovider)

[www.trinitycollege.com/SELT](http://www.trinitycollege.com/SELT)

FE Week Sudoku challenge

How to play: Fill in all blank squares making sure that each row, column and 3 by 3 box contains the numbers 1 to 9

Spot the difference to WIN an FE Week mug



Spot five differences. First correct entry wins an FE Week mug. Text your name and picture of your completed spot the difference to 07969 166 374.  
Last week's spot the difference winner was Protocol marketing assistant Steff Ellis (pictured right).



	1			9		2	
6		7		2		9	4
7			3		2		8
9			6		5		1
5			4		9		7
3		8		4		6	2
	2			6			8

Difficulty:  
EASY

			7			3	
	6			2			8
9		8				1	
			3		4		1
	1			9			7
3			8		5		
		6				7	8
	7			4			6
		5			7		

Difficulty:  
MEDIUM

Solutions:  
Next week

Last Week's solutions

7	4	6	1	3	2	5	8	9
3	8	9	4	6	5	2	7	1
2	1	5	7	9	8	4	3	6
6	5	2	3	8	7	1	9	4
8	9	3	2	4	1	6	5	7
1	7	4	9	5	6	8	2	3
4	2	7	5	1	3	9	6	8
5	6	1	8	7	9	3	4	2
9	3	8	6	2	4	7	1	5

Difficulty:  
EASY

5	7	1	4	2	9	6	8	3
4	6	9	1	3	8	7	5	2
8	3	2	6	5	7	1	4	9
1	4	7	5	6	3	2	9	8
6	2	5	8	9	1	3	7	4
9	8	3	2	7	4	5	1	6
2	5	4	7	8	6	9	3	1
3	1	6	9	4	5	8	2	7
7	9	8	3	1	2	4	6	5

Difficulty:  
MEDIUM